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ABSTRACT

This basic course in Dakar Wolof, based on the "Introductory Course in Dakar Wolof" by William A. Stewart, et al. (1966), is designed to be taught audiolingually by a native speaker of the language. It is suggested that the class meet three or more hours per day with size limited to six to 10 students. Dakar Wolof, which is not a "written" language, is the dialect of Wolof currently used in Dakar, Senegal and is the predominant language of two ethnic groups, the Wolofs and the Lebus. The text is comprised of 74 lessons. The even-numbered lessons focus on social interaction (e.g. greetings, classroom phrases, language learning tools, and explorations of the immediate environment), while the odd-numbered lessons concentrate on the development of grammatical understanding of the language. Textual materials conclude with a vocabulary list of words in Wolof with English equivalents. (RL)

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DAKAR WOLOF: A BASIC COURSE

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Based on Introductory Course in Dakar Wolof, by William A. Stewart, et al., CAL, 1966.

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Foreword

This basic course in Dakar Wolof grew out of the Introductory Course in Dakar Wolof, by William A. Stewart, et. al., produced at the Center for Applied Linguistics in 1966.

Several changes have been incorporated into this course. The long lessons of the previous edition have been changed to shorter and, hopefully, more manipulative ones. Basically the approach used is that of the "microwave" as envisioned by Earl W. Stevick of the Foreign Service Institute. However, the authors deviated from this approach by grouping related "cycles" into lesson units and by adding dialogs and exercises of the more formal audio-lingual type. Many of the points that were given in the form of grammar notes and cultural notes in the 1966 course have now been incorporated into the lessons for the students to practice.

The course is the work of a number of people. Loren Nussbaum, as principal author, was primarily responsible for the writing of the lessons. William Gage wrote the pronunciation exercises. He was also instrumental in designing and editing the materials. Daniel Varre, as principal language informant, added his experience as a teacher of the language to this effort. Dora Johnson acted as coordinator in the final stages of preparation.

Other participants in the preparation of this course are many. The Peace Corps provided the travel funds for Nussbaum to visit Senegal. Our special thanks go to the Centre de Linguistique Appliquée de Dakar which put its facilities at Nussbaum's disposal during the period of his work on the project there. The continued help by the Director, Mr. Calvet, and Mme Diop and others is deeply appreciated. We are also grateful for the cooperation of Gary Engelberg of the Peace Corps/Senegal; Judy Leidy, who provided us with some of her work on Wolof; Eric Church; and Anna Best of the Conservative Baptist Missionary Society who has provided us with the unpublished teaching materials developed under the Society's auspices. And to the two typists, Freda Ahearn and Judith Roberts who patiently wound their way through pieces of paper and somehow found all the right inserts, our thanks.

Center for Applied Linguistics
November 30, 1970

INTRODUCTION

FOR THE STUDENT

The Wolof Language

The Wolof language of Senegal is spoken by approximately one half the population of that country. It is estimated that there are nearly two million users of the language in Senegal itself and in the neighboring country of Gambia. It is one of the languages of Africa that exhibits unmistakable signs of long-term social and political importance.

As is the case with virtually all spoken languages, Wolof exists in a number of different forms, or dialects, which vary from one another in various details of pronunciation, grammar, and vocabulary depending upon where they are spoken, by whom, and under what circumstances. Thus there are certain kinds of Wolof which are associated with geographic regions of Senegal and Gambia. Even within a single region, slightly different dialects of Wolof may be used by Wolofs and Lebus (the two main ethnic groups which have Wolof as their native languages), and these dialects may differ in turn from other "ethnic" dialects resulting from the use of Wolof as a second language by native speakers of Fulani, Serer, Jola, Mandinka, Portuguese Creole and Arabic. Finally, urbanized dialects of some importance have developed in a few of the larger cities in the Wolof-speaking domain - particularly in St. Louis, Dakar, and Bathurst.

Wolof is not a "standardized" language, since no single dialect has ever come to be generally accepted as the one "correct" kind of Wolof, as opposed to all other dialects. Furthermore, Wolof cannot at present be considered a "written" language, for, although Wolof has been written as various times in the Arabic and Roman alphabets, no one way of writing the language has ever become generally accepted. The fact that Wolof is unstandardized and unwritten makes the choice of dialect and orthography to be used in a language learning course much more arbitrary that it would be if there were a single official dialect and if a widely-used orthography were already in existence.

While there is no one "standard" dialect of Wolof, indications are that the Wolof spoken in Dakar -- the Senegalese capital, and by far the most populous city in the Wolof-speaking area -- is rapidly becoming the variety with which the largest number of people are familiar. It is usually some form of Dakar

Wolof which is used in radio broadcasts, and which is used by administrators, technicians, and tradesmen when they leave the capital to go into the outlying areas. Consequently, this Dakar Wolof is undoubtedly familiar to more people (at least passively) than any other one variety of Wolof. Furthermore, the use of speech patterns characteristic of the Dakar dialect seems to be increasing among younger generation Senegalese - even though some may continue to pay lip service to the greater "purity" of certain rural dialects.

Even in Dakar, however, individual differences in pronunciation, vocabulary, and even grammatical details may be found. Many of these differences derive from the fact that the population of Dakar has been made up of immigrants from many parts of the Wolof-speaking domain, and even from areas where languages other than Wolof are spoken. In the present course, every attempt has been made to select those linguistic forms which have the widest currency. Nevertheless, the learner should always be prepared to encounter other differences in pronunciation, grammar, and vocabulary which are no indicated in this course.

Using the Course

This course has been prepared with the expectation that:

(1) A native speaker of Wolof will teach a small class of six to ten students;

(2) The course will be taught intensively (that is, for three or more hours per day, five days a week);

(3) The classes will be audio-lingual, that is, students will learn to speak Wolof rather than simply learn about the structure of Wolof.

The materials in this course can, of course, be used under other circumstances. Normally such adaptation is the responsibility of the teacher. However, if it is necessary for you learn Wolof on an individual basis, rather than in a class, then it is suggested that you read carefully the following notes addressed to the teacher and the language co-ordinator, since you will have to function, in part, as a teacher as well as a student. (Even if you should obtain a Wolof tutor with experience in teaching people to speak Wolof, you will still have to direct and supervise the learning activities to a considerable extent.)

FOR THE TEACHER

The Writing of Wolof

The alphabet used for transcribing Wolof in this course is based on official decree published by the Senegalese Ministry of Education on July 24, 1968. A few minor modifications have been introduced for the convenience of English-speaking students learning Wolof. The following words illustrate the transcription of Wolof in this course.

A	a	asamaan	ciel	sky
	à	fàdyàr	aube	dawn
	â	râ	rang	line of things
B	b	béy	chèvre	goat
D	d	dàll	chaussure	shoe
Dy	dy	dyasig	caïman	crocodile
E	e	(y)egg	arriver	arrive
É	é	(y)éég	monter	climb
Ë	ë	ëtt	cour	courtyard
	ê	suwê	juin	June
F	f	fas	cheval	horse
G	g	gaynde	lion	lion
	h	alhamdulillà	grâce à Dieu!	thank God.
I	i	indé	passoire	steaming tray
K	k	kawar	cheveux	hair
L	l	lëg	lièvre	hare
M	m	muus	chat	cat
Mb	mb	mbott	grenouille	frog
N	n	nen	oeuf	egg
Nd	nd	ndox	eau	water
Ndy	ndy	ndyamala	girafe	giraffe
Ng	ng	nguri	guèpe	wasp
Ny	ny	nyax	herbe	grass
Ŋ	ŋ	ŋas	rougeole	measles
O	o	oos	trépied	pot stand
Ó	ó	(w)óóm	genou	knee
	ô	bô	bon!	fine!
P	p	pitty	oiseau	bird

R	r	reen	racine	root
S	s	siiru	chat sauvage	wildcat
T	t	tene	panthère	leopard
Ty	ty	tyeeb	riz	rice
U	u	(w)urus	or	gold
W	w	weer	lune	moon
X	x	xar	mouton	sheep
Y	y	yoo	moustique	mosquito

Organization of the Lessons

The principle approach to the teaching of Wolof in this course is that of the "cycle". To this have been added dialogs and exercises designed to teach the student to understand and speak Wolof.

A "cycle" begins with the introduction of new material and ends with the use of that material for communciation. Each cycle, accordingly, has two phases; the M-phase, concerned with practice, and the C-phase, concerned with the usage.

The M-phase introduces a small amount of new material (often only three or four closely related sentences) which, after a brief bit of practice, is used in the C-phase. The C-phase is usually a conversational fragment (a minimal discourse) rather than a full-blown conversation or dialog.

The aim in the cycle approach is to move as quickly as possible from attention to learning mechanics (mimicry for pronunciation and memorization, manipulation of grammatical elements, acquisition of meaning) to a realistic though limited, use of the language. Hence, both the teacher and the student should have communication rather than manipulation as their primary goal.

In the C-phase, the student usually is asked to play only one role -- that of himself in a training program learning Wolof. In a few of the C-phases and in most of the dialogs, the student is asked to play the role that he will have outside of class, immediately or later: that of a learner of Wolof meeting Senegalese in a variety of situations. In addition to his role of "teacher" in the class, the teacher will have to play the part of a variety of Wolof speakers.

The parts in the C-phase and in the dialogs are usually specified as T and S (teacher and student) or LL and W (language learner and Wolof). The course has been arranged so that the student should be able to comprehend what T or W says to him, but his own production should be limited to S and LL. Occasionally the parts are indicated as A and B, and in these instances students can take either or both of these parts. A few of the dialogs are indicated as taking place between two Wolof speakers. These provide the learner with an additional opportunity for hearing the language spoken; some teachers may want to assign these parts to students and have them act out the dialog (role-play) for practice purposes. For extended practice and during reviews, it may be helpful for a student to play the part of "teacher" briefly, teaching the M-phase and then directing use of the C-phase.

Each lesson consists basically of one or more "cycles" (a cycle consisting of an M followed by a C), or a dialog, or a combination of cycles and dialogs. The dialogs have been added to provide a certain "out of school" realism, as well as to provide an opportunity for longer conversations. Longer conversations can also be had by putting several C-phases together; the possibilities for this are numerous, and a major part of the review of earlier lessons should be devoted to a combining of several C-phases into a classroom conversation.

Exercises (designated as "E") are included in some of the lessons to provide for additional practice in mimicry and manipulation. The handouts which are also included with many of the lessons serve two purposes: 1) they help the student to know if he has learned the main points of a particular lesson; and 2) they introduce new--though related--material. While these handouts are written, they in fact mainly test the students oral comprehension of Wolof. No great amount of time should be spent on these, and it should be clear to the student that they are for his benefit, and not that of the teacher, the language coordinator, or any other supervisory personnel.

Two tracks

Each of the two sets of lessons has been organized so that the odd-numbered lessons are semi-independent of the even-numbered lessons. For example, Lessons 2, 4, 6, 8, 10, etc. can be taught independently of Lessons 1, 3, 5, 7, 9, etc. This has been done for two reasons:

1) Within each track (odd-numbered and even-numbered) there is a partly separate continuity and progression, with the result that with each change of lesson there is a change of subject. This built-in variation is important in an intensive language program where the student is in class for six or eight hours a day. The two tracks are independent to the extent that adjoining lessons never are dependent on each other for progression.
2) This arrangement makes it possible to reduce the burden of lesson preparation for the teachers in a large training program. The teachers can be divided, if desired, into two teaching teams, one to teach the odd-numbered lessons, the other to teach the even-numbered lessons. Thus each teacher can teach the same lesson twice: while half of the students are taught Lesson 1 during the first period, the other half are taught Lesson 2. At no point does progression or continuity become a problem if even-numbered lessons are taught before the odd-numbered lessons (2, 1, 4, 3, 6, 5, etc.).

The even-numbered lessons tend to focus on social interaction (e.g. greetings), classroom phrases, language learning tools, and exploration of the immediate environment, while the odd-numbered lessons tend to concentrate more on grammar development.

Teaching the Lessons

Instructions for the teaching of materials are given in two places within a lesson:

1) At the end of a lesson, in notes to the teacher. These tend to apply to the lesson as a whole.
2) In "boxes" with the M's and C's; these tend to be "local" instructions, applicable to the particular 'M' or 'C'.

There are basically three stages in teaching an 'M':

1) Presentation. The teacher presents or demonstrates what it is that should be learned. To the extent that it is possible, the meanings should be communicated without the use of English, by the use of pictures, by pointing to objects, by gestures or other appropriate actions.
2) Practice. The teacher gives a word, phrase, or sentence for students

to mimic (either individually or as a group). Each of the items should be given twice (to allow the student an opportunity to verify or correct his mimicry):

T: Na nga def? (mimicry model)
Ss: Na nga def? (imitating)
T: Na nga def? (correction/verification model)
Ss: Na nga def? (correcting/verifying)

The teacher should require as good pronunciation as is possible at the moment, without further recourse to pronunciation exercises.

3) Testing. Three different formats are used in the M-phases, and each of these provide for a way of determining if students are ready to to proceed to the C-phase.
   a) Mimicry-Memory format: If the student has memorized the required sentence(s) with reasonable pronunciation, he is ready for the C-phase. See M-1 of Lesson 1.
   b) Cue-word format: If the student can respond with the full sentence when the teacher gives the cue-word (left hand column), then he he is ready for the C-phase. See M-1 of Lesson 8.
   c) Teacher-Response format: If the student can make the esponses called for, then he is ready for the C-phase. See M-1 of lesson 6.

How much class time should be spent on a lesson? This varies with the abilities of the students and with the length and difficulty of a particular lesson. Before going on to another lesson, you must be satisfied that each student can thoroughly comprehend all the sentences in the lesson, and can produce the S and LL responses in a comprehensible fashion when they are called for. An exploitation of all of the possibilities of usage and a high degree of production ability can be made a part of the review activities. No lesson has really been learned until it has been reviewed several times and the language in it used out of class. Although a certain amount of review has been built into the course, the main task of review is left to the teacher. A part of each class period should be devoted to review.

The pronunciation exercises in the appendix should be used as needed for special pronunciation practice. Insistance on accurate pronunciation during all of the learning activities will take care of most of the learning problems.

Visual Aids

Some visual aids are sugguested in the lessons, and many are ready at hand in the classroom or the rest of the training program environment. Others, however, will have to be collected by the teacher. The following are possible sources:

1) Old magazines, newspapers, catalogues. The advertisements are especially "rich" in drawings and pictures that can be used in language teaching.
2) Toy shops. Inexpensive toys are available that will fill some of the needs for visuals.
3) Sketches by teachers or trainees. In a sizeable training program there are usually one or more persons who can prepare simple sketches.

In order to have visuals (and objects) at hand when needed, teachers should prepare a list of the required items, lesson by lesson, for a week or more in advance.

A flannel board (or some other arrangement with an easel) is a convenient way of presenting the visuals. They may also be hand-held, but frequently this interfers with a teacher's freedom in conducting the class. A blackboard should be available for simple sketches and ad hoc drawings.

FOR THE LANGUAGE COORDINATOR

Much that concerns the language coordinator is already included in notes elsewhere (to the student and to the teacher). A few general suggestions are made here.

These materials have been prepared on the assumption that they will be available to students as well as to teachers. From the standpoint of size alone if may be desirable to issue them a section at a time. For pedagogical reasons also it may be desirable to give students the lessons only after they have already been introduced orally in class. The pace and organization of a training program should be such, however, that there will be little opportunity for the student to fall into error by learning to read but not speak, even if he looks at some of the materials before they are taught in class.

The specific goals and aims of each lesson are generally not identified. Hence, in the briefing session with teachers you should make certain that they have a clear idea what is to be accomplished in each lesson.

It is expected that the teacher review earlier lessons as a routine part of each class period. However, it may be well to plan for some specific review periods, when no new materials are introduced, but a systematic review of lessons is undertaken.

Table of Lessons

1. Greetings (casual).
2. What is this?
3. Greetings (deferential).
4. Who is he?
5. Leave-taking (familiar).
6. Is this a chair?
7. Greetings: How is the family?
8. No, it's not Dakar.
9. Leave-taking: Greet the family for me.
10. Sit down!
11. Personal Information.
12. Come in!
13. Dialog: Greetings and leave-taking (deferential).
14. Here it is.
15. He's fine, praising God.
16. Where's my cup?
17. What's your teacher's name?
18. This is not sugar, it's salt.
19. Which part of America do you come from?
20. It's on the table.
21. Dialog: Where are you from?
22. Open it.
23. Shopping: Hey Naar, sell me a package of sugar.
24. What are you doing?
25. Greetings: Peace!
26. I'm eating.
27. How do you say "meat" in Wolof?
28. "Simon says..."
29. Greetings: How are you all?
30. He's sick.
31. Where is the post office?
32. He's not sick. He overslept.
33. Go on until you get there.
34. It's his watch.
35. Boy, am I confused.
36. What's she like?
37. Are you eating?
38. What is he doing?
39. Which country do you come from?
40. What are you doing in Senegal?
41. I'm hungry. What do you want to eat?
42. What did you see?
43. I'll be right back.
44. What are you doing here?

45. I'm headed for town.

46. When will you take me to the movies?

47. Today is Friday.

48. Are you going to town?

49. Do you have a wife?

50. Won't you buy some sugar from me?

51. Leave-taking: I'm going to lunch.

52. I can't do it.

53. Do you understand Wolof?

54. Would you happen to have some aspirin?

55. I need some money.

56. Hurry up, we're waiting for you.

57. Have you noticed how hot it is today?

58. Come tell me what you saw.

59. Do you know there's a boat that sank?

60. It's the Cheshire Cat.

61. What do you do everyday?

62. I think it's a food, but I'm not sure.

63. I'm sort of sick.

64. What do you do at daybreak?

65. I'm eating a peanut.

66. I ought to go do my homework.

67. What's he trying to do?

68. That chair is Tom's.

69. I'd like to learn to count in Wolof.

70. It's too early.

71. Gossip: Did you hear what I heard?

72. Who owns this?

73. Let's go.

74. That's where it's at.

Lesson 1 Greetings (casual)

M-1

First demonstrate C-1 by taking both parts yourself. Then have students learn the following (the response) by mimicry.

Màngi fi rek.	Just fine. (lit: I am here only.)

C-1

Greet each student one or more times, until the response comes automatically and is reasonably well pronounced.

T: Na nga def?	How are you (doing)?
S: Màngi fi rek.	Just fine.

Give the English translations only if it appears that students have not discerned from the situation that they are responding to a greeting. Do not attempt to teach the meanings of individual words.

M-2

Have students learn the following by mimicry.

Na nga def?	How are you (doing)?

C-2

1. Have each student greet you:
   S: Na nga def?
   T: Màngi fi rek.
2. Have students greet each other:
   S_1: Na nga def?
   S2: Màngi fi rek.

A: Na nga def?
B: Màngi fi rek.

C-3

A: Na nga def?

B: Màngi fi rek. Na nga def?

A: Màngi fi rek.

TO THE STUDENT:

The greeting exchange introduced here is the one which is most general and widely used in Senegal. It is familiar and friendly. In informal and for intimate situations there are other greetings that can also be used. Likewise there are also other greetings for use in more formal situations (when a certain social distance needs to be maintained), as in Lesson 3. There are, however, few situations in which it would be inappropriate to use na nga def and màngi fi rek.

Na (in na nga def) has an alternate form, naka, which is used occasionally:

Naka nga def?

In your early usage of Wolof it is suggested that you recognize the naka form (when used by others) but limit your own usage to na nga def.

TO THE TEACHER:

The participants in a dialog ("C" phase) will be identified as a "A", "B", "C", etc., whenever the part may be taken by anybody (teacher or student, man or woman, Wolof or non-Wolof); see C-2. In other cases a specific person is to take a part, as in C-1 (T = teacher; S = student).

In the course of conducting the class, you will need to give a few brief instructions and directions. Occasionally it will be necessary to use English; but mainly it should be possible to use Wolof, especially in the case of instructions which must be given repeatedly. The following phrases are suggested for such use with this lesson. (See the introduction for a discussion of the use of Wolof in the classroom and the appendix for additional classroom phrases.) Do not translate or explain them. Their meaning will quickly become clear by the way you use them in conducting the class.

Déglu leen.
Waxal [ ].
Waxaatal [ ].
Waxal ma dégg.
Baax na.
Laady ma [ ].

(You are not limited to these phrases; use others as they become necessary. But be sure 1) to limit the number in the early classes to those which are absolutely necessary and 2) to use them in such a way that their meaning is readily understood by the class. Do not give long instructions or explanations in Wolof when it is quite clear that students have no possibility of understanding them.)

Lesson 2 What is this?

M-1

Have students listen as you identify each of the objects in the sentences below. (Do not ask them to mimic these words; they only need to learn to recognize them.)

Lii siis la.	This is a chair.
Lii taabul la.	This is a table.
Lii néég la.	This is a room.
Lii bunt la.	This is a door.

C-1

Students should be able to guess the meaning of won ma from the situation; if they do not, give them the English translation.

T:	Won ma [siis bi].	Show me [the chair].
S:	(Points to [the chair].)	
T:	Waaw keny.	

M-2

First demonstrate C-2 by taking both parts yourself. Then have students learn the following by mimicry.

Siis la.	It's a chair.
Taabul la.	It's a table.
Néég la.	It's a room.
Bunt la.	It's a door.

C-2

T: Lii lan la?

S: [Siis] la.

M-3

Teach the following by mimicry.

Lii lan la?	What is this?

C-3

Place the following objects in front of the students and have them ask for the name of each one: a pencil (kareyô), a book (tééré), a shirt (simis), and a knife (paaka), and a match (almet):

S: Lii lan la?

T: [Tééré] la.

Or: Lii [tééré] la.

C-4

Ask students to point to the various objects used in C-3, but do not ask them to pronounce these words.

T: Won ma [tééré bi].

S: Points to [the book].

Continue C-4 by including the objects used in M-1.

C-5

To the student: Outside of class use the question lii lan la to learn the Wolof words for five of the following: toilet, mat, sand, rice, fish, bottle, box, tree.

E-1

The following introduces a useful classroom phrase, wax leen [ ] (say [ ]), and it gives an additional opportunity for pronunciation practice.

Teacher	Response (group)
Wax leen "siis".	siis
-------- "néég".	néég
-------- "bunt".	bunt
-------- "simis".	simis
-------- "paaka".	paaka
-------- "tééré".	tééré

Use the phrase waxal [   ] to obtain responses from individuals.

Teacher	Response (individual)
Waxal "siis".	siis
----- "néég".	néég

TO THE TEACHER:

When using classroom phrases (see the note on 1-2 and the remarks in the introduction), be certain to 1) limit the number to those which are absolutely essential (too many will only confuse the student), and 2) use the phrases in such a way that their meaning becomes clear from usage (without further explanation or translation.)

Lesson 3 Greetings (deferential)

M-1

First demonstrate C-2 by taking both parts yourself. Then have students learn the response by mimicry.

Màléékum salaam.	Hello.

C-1

Greet each student one or more times.

T: Salaam màléékum.	Hello.
S: Màléékum salaam.	Hello.

C-2

Demonstrate C-3 by taking both parts yourself. Then greet each student having them substitute their own names.

T: Salaam màléékum.	
S: Màléékum salaam.	
T: Sant wa?	Your (lit: the) name?
S: [Cook].	

C-3

T: Salaam màléékum.

S: Màléékum salaam.

T: Sant wa?

S: [Cook].

T: [Cook]! Na nga def?

S: Màngi fi rek.

M-2

Teach the following by mimicry, making certain that students 1) use the Wolof quality for /a/ in sant rather than the English quality; 2) make a strong release on the /nt/ of sant.

Salaam màléékum.	Hello.
Sant wa?	What's the name? (lit: the name)?

C-4

S: Salaam màléékum.
T: Màléékum salaam.
S: Sant wa?
T: [Dyóób].
S: [Dyóób], na nga def?
T: Màngi fi rek.

C-5

Have students take both parts.

C-6

S: Salaam màléékum.
T: Màléékum salaam.
S: Sant wa?
T: [Dyóób].
S: [Dyóób], na nga def?
T: Màngi fi rek. Sant wa?
S: [Cook].
T: [Cook].
Or: Dyàmm rek, [Cook].

C-7

To the student: Use the casual greetings (Lesson 1) with at least three people (fellow-students, Wolof teachers, or Wolof friends) outside of class. Use the more formal greetings with at least three people (fellow-students, Wolofs) that you don't know.

TO THE STUDENT:

In Lesson 1 you learned greetings that can be used with people you are familiar with. In this lesson you have learned the greetings that are used with strangers or anyone else to whom you wish to show deference or respect.

Verbal etiquette, such as greetings, is very important in Senegalese life. As your participation in Wolof conversations increases, you will probably be impressed with the extent to which conversations are concerned with "socializing" rather than "information exchange." So while "message bearing" may be one of your major reasons for learning Wolof, remember that from a Wolof standpoint a major function of language is that of establishing, defining, and maintaining social relationships. For example, when living among Wolofs you are under obligation to use greetings more extensively than in an English-speaking society:

1) You should greet any stranger that you recognize as belonging to your "quarter" of town.

2) You should greet the older people of your community, even though you may not be acquainted with them.

3) You should extend greetings whenever you walk up to an individual or a group of people to ask for information.

A rule of thumb to follow is, "when in doubt, greet."

You will hear a variety of pronunciations of salaam màléékum and màléékum salaam (probably because they have been borrowed from Arabic); for example:

Sàlàm alikum.
Salaam malikum.

As in all cases where dialect variation is involved, learn the pronunciation used by your teacher. (The fact of variant pronunciation, for dialect reasons, does not give you license to use your own "English" pronunciation of Wolof words! Mimic your teacher faithfully.)

Salaam màléékum may be said to one person or to several persons. For example, your teacher may greet the class with salaam màléékum (with the class replying màléékum salaam).

Other expressions may be used in C-2 in place of sant wa:

Naka sant wa?	What (lit.: how) is the name?
Sant ba?	The name?

ADVICE TO THE STUDENT:

When the teacher is asking for mimicry or production from some other student, instead of sitting idely by, taking in the scene, you should be engaged in "silent mimicry" -- doing the same as the individual called upon, only silently (or in a very quiet whisper). Practice "silent mimicry" whenever you hear Wolof spoken (unless the situation demands audible participation) as an automatic reflex, both in class and out of class. "Silent mimicry" is a good way of using spare or potentially idle moments for getting all the practice you need for really mastering Wolof. Develop the "silent mimicry" habit early!

E-1

The following affords an opportunity to practice a useful classroom phrase, as well as practicing the pronunciation of the family names. In addition to the names given here, include those of any other Senegalese with whom the students have any contact.

Teacher	Response (group)
Wax leen "Dyóób."	Dyóób
-------- "Faal."	Faal
-------- "Dyuuf."	Dyuuf
-------- "Sekk."	Sekk
-------- [ ].	[ ]

Use the phrase waxal [ ] to obtain responses from individuals.

Lesson 4 Who is he?

M-1

Use several pictures to teach the following. (Pictures of people associated with the training program can easily be obtained with a polaroid camera. Pictures of well-known personalities can be obtained from newspapers, magazines, books, etc.). First identify each of the pictures, then have students learn these sentences (by mimicry).

Kii Ken Cook la.	This (person) is Ken Cook.
Kii Cindy Young la.	
Kii [ ] la.	

* * * *

Kii John Wayne la.
Kii [ ] la.

C-1

T: Won ma [Ken Cook].
S: (Points)

C-2

T: Kii kan la?	Who is this?
S: Kii [Ken cook] la.	

C-3

Use pictures of people in the class. First demonstrate this conversational exchange, then have students respond to your question.

T: Kii kan la?	
S: (Pointing) Kii moom la.	This (person) is him.
Or: Kii man la.	This (person) is me.

M-2

Review Lesson 2. Use several pictures to teach the following (by mimicry).

Kii góór la.	This (person) is a man.
Kii dyigéén la.	This (person) is a woman.
Kii xale la.	This (person) is a child.

C-4

T:	Won ma [góór gi].	Show me the man.
S:	(Points)	

C-5

T:	Kii lan la?	What sort of person is this?
S:	[Góór] la.	He's a man.

M-3

Point to the picture of a person when the students are mimicking the kii question, and to an object when they are mimicking the lii question.

Kii lan la?	What sort of person is this?
Lii lan la?	What is this?

C-6

Using the pictures from M-2 and the objects from Lesson 2, have students ask you the kii and lii questions.

S: [Kii] lan la?
T: [Góór] la.

C-7

Use pictures of Americans and Wolof for the following.

S: Kii lan la?
T: Wolof la.
Or: Amerikeny la.

M-4

Amerikeny la.	He (she) is an American.
Wolof la.	He (she) is a Wolof.

C-8

T: Kii lan la?

S: [Wolof] la.

Continue C-8 by asking for the identity of students, teachers, and some prominent American and Wolof personalities:

[Ken Cook] lan la?
[Anta Faal] lan la?
[John Wayne] lan la?

C-9

Obtain pictures of five of the following and have students ask you for the identification of these people: a doctor (daktoor), a soldier (soldaar), a chauffeur (soféër), a butcher (buse), a director (direktëër), a taxi driver (borom-taksi), a policeman (alkaati), a vendor (dyaaykat), a teacher (dyàngalekat).

S: Kii lan la?

T: Kii [daktoor] la.

TO THE TEACHER:

The names Ken Cook, Tom Libbey, Cindy Young, and Lisa Day are used in these lessons wherever the name of a student from your current class should be used. Hence, in both the M-phases and the C-phases replace these names with those of your class.

Frequently it is necessary to remind students to use Wolof rather than English (both in and out of class):

Wax leen tyi Wolof.

Lesson 5 Leave-taking (familiar)

Review Lesson 3.

C-1

Demonstrate C-1 by taking both parts yourself. Make it clear that the family names are used in the greetings between acquaintances, in contrast to the question about the names in C-3 of Lesson 3 between strangers.

T: Salaam màléékum.

S: Màléékum salaam.

T: [Cook]!

S: [Dyóób]!

T: Na nga def?

S: Màngi fi rek.

M-1

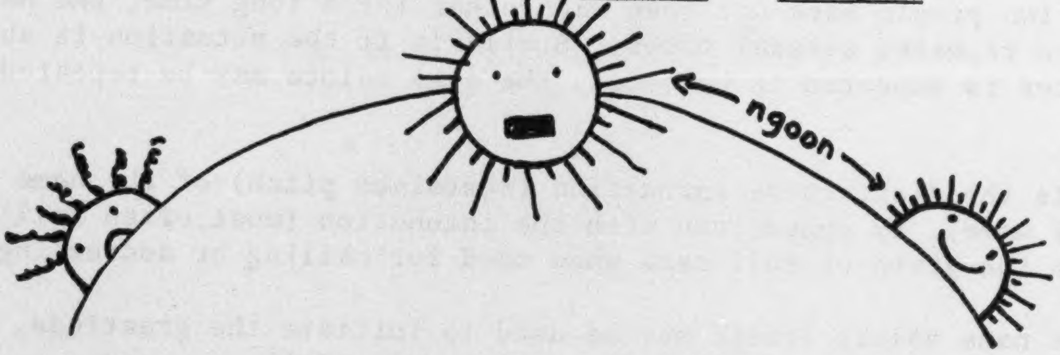
First demonstrate C-2. Then have students learn the following by mimicry.

[Dyóób]! Màngi dem.	Dyoob, I'm going.

C-2

S:	[Dyóób]! Màngi dem.	Dyoob, I'm going.
T:	Baax na. Ba [beneen].	Okay. (So long) until later.

Make the following sketches on the blackboard, pointing to them as you respond to the various students with ba midi or ba ngoon.



M-2

beneen	Baax na. Ba beneen.	later	Okay. (So long) until later.
midi	---- --. -- midi.	noon	
ngoon	---- --. -- ngoon.	afternoon	
suba	---- --. -- suba.	tomorrow	

C-3

T: [Cook]! Màngi dem.
[Cook]: Baax na. Ba [beneen].

C-4

T: [Cook]! Màngi dem. Ba [beneen].
S: Baax na.

C-5

A: Màngi dem.
B: Baax na. Ba [beneen].
A: [Cook]!
B: [Dyóób]!

TO THE STUDENT:

The family names (Cook! Dyóób!) in the greetings (C-1) and in the leave-taking (C-5) are used as a form of salute to (or praise of) the family, rather than as terms of address. In fact, in the greetings, leave-taking or any other formalities, the family name is usually used as a salute rather than as a term of address. Either the given name or the full name may be used when addressing someone. The family name as a salute may also occur in the body of a conversation, as well as in the greetings and leave-taking.

If two people have not seen each other for a long time, the name salute is often repeated several times. Similarly if the situation is such that the encounter is expected to be brief, the name salute may be repeated several times.

Note the distinctive intonation (sustained pitch) of the name salute (family name), by comparison with the intonation (most often falling pitch) used on the given or full name when used for calling or addressing a person.

The name salute itself may be used to initiate the greetings, without using salaam màléékum and màléékum salaam (see C-1).

Lesson 6 Is this a chair?

M-1

1. Demonstrate C-1.
2. Teach the sentence in the response column below by
   a. Mimicry.
      T: Lii siis la. Lii siis la?
      S: (Mimicking the second sentence) Lii siis la?
      Etc.
   b. Cue word response.
      T: Siis.
      S: Lii siis la?
      T: Bunt.
      S: Lii bunt la?
      Etc.
   c. Cue sentence response.
      T: Lii siis la.
      S: Lii siis la?
      Etc.

(Make certain that students understand that the difference between a statement and a yes/no question is here signalled by intonation alone.)

Teacher	Response	
Lii siis la.	Lii siis la?	Is this a chair?
Lii bunt la.	Lii bunt la?	Is this a door?
Lii simis la.	Lii simis la?	Is this a shirt?
Lii taabul la.	Lii taabul la?	Is this a table?
Lii paaka la.	Lii paaka la?	Is this a knife?

C-1

T: Lii [siis] la.
S: Lii [siis] la?
T: Waaw, lii [siis] la.
Or: Waaw, [siis] la.

C-2

Using the actual objects or pictures, introduce the following new vocabulary with C-1 above: kafe (coffee), tubéy (trousers), kër (house), suukër (sugar), xorom (salt).

C-3

Use vocabulary from C-1 and C-2 for the following:

T: Lii [siis] la?

S: Waaw, [siis] la.

Or: Déédét, [taabul] la. No, it's a table.

Or: Déédét, lii [taabul la].

If a student appears not to understand one of the questions (having forgotten the meaning of tubéy, or gàrab, etc.), give him the answer Xa'u ma ko (I don't know it):

T: Lii tubéy la?

S: (Appears not to know).

T: Waxal: Xa'u ma ko. Say: I don't know.

S: (Mimicking) Xa'u ma ko.

C-4

Use objects and pictures to check if students have learned the vocabulary in the out-of-class assignment in C-5 of Lesson 2. (Postpone this until later if students have not had adequate time outside of class to complete this assignment.)

C-5

T: Kii [Ken Cook] la?

S: Waaw, [Ken Cook] la.

Or: Déédét, kii [Tom Young] la.

T: [Amerikeny] la?

S: Waaw, [amerikeny] la.

Or: Déédét, [wolof] la.

C-6

For amerikeny use also wolof, angale.

T: Yow [Amerikeny] nga?

S: Waaw.

Or: Déédét.

TO THE TEACHER:

The handout on page 6-4 should be used at the end of the class, after the last C-phase has been practiced. The purpose of this handout (and others to follow in later lessons) is to provide an opportunity for students to check themselves on whether or not they have learned certain of the basic points in the lesson. In using these handouts, make certain that students understand that you are not testing them; they are testing themselves. Do not use these handouts for any sort of grading purposes.

Some of the later handouts are used to introduce new material, which is closely related to the immediately preceding classwork. So the handouts in general have a dual purpose: self-testing, and the introduction of slightly new materials.

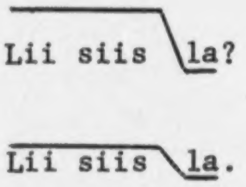
Handout-1

1. Provide each student with a copy of this handout, folded so that the answer portion is not visible during the test. (The answer portion may be covered instead of folded under.)
2. Read each sentence twice, with a slight pause between each sentence. Students should mark their sheets according to the instructions below.
3. Have students unfold their sheets to check the answers. Pronounce again any of the sentences where students had difficulty.

Instructions:

Listen carefully to each sentence (read by your teacher) to determine if it is a question or a statement. Then record your decision by underlining or circling the correct answer.

In your classwork you may have noticed that the intonation (relative pitch level) is much higher on the first part of a question:



1.	Statement	Question	1. Lii bunt la?
2.	Statement	Question	2. Lii taabul la?
3.	Statement	Question	3. Lii taabul la.
4.	Statement	Question	4. Lii simis la.
5.	Statement	Question	5. Lii paaka la?
6.	Statement	Question	6. Lii kafe la.
7.	Statement	Question	7. Lii butéél la.
8.	Statement	Question	8. Lii kareyô la?
9.	Statement	Question	9. Lii tééré la?

Fold under

10.	Statement	Question	10.	Lii suuf la?
11.	Statement	Question	11.	Lii suuf la.
12.	Statement	Question	12.	Kii Ken Cook la?
13.	Statement	Question	13.	Kii Cindy Young la.
14.	Statement	Question	14.	Kii wolof la?
15.	Statement	Question	15.	Kii wolof la.
16.	Statement	Question	16.	Kii goor la?
17.	Statement	Question	17.	Kii dyigéén la.
18.	Statement	Question	18.	Fii Dakaar la.
19.	Statement	Question	19.	Fii Dakaar la?
20.	Statement	Question	20.	Fii Kees la?
21.	Statement	Question	21.	Fii Kees la.
22.	Statement	Question	22.	Fii Ndar la?

------------Fold under-------------------

Lesson 7 Greetings: How is the family?

M-1

> Demonstrate C-1 by taking both parts yourself. Then teach the response by mimicry.

Nyunga fa.	They're okay. (lit: They are there.)

C-1

T: Naka waa këër ga?	How is the family?
S: Nyunga fa.	

C-2

T: [Cook], na nga def?

[Cook]: Ah, [Dyóób], màngi fi rek.

T: Naka waa këër ga?

[Cook]: Nyunga fa.

M-2

> Demonstrate C-3, and then teach the following by mimicry.

Alhamdulillà.	Fine, thank you.

C-3

T: Naka waa këër ga?	
S: Nyunga fa.	
T: Mbaa kenn feebarul?	I hope everyone is well. (lit: Isn't it that someone isn't sick?)
S: Alhamdulillà.	

C-4

T: Salaam màléékum.

Or: [Cook]!

S: Màléékum salaam.

Or: [Dyóób].

T: Na nga def?

S: Màngi fii rek.

T: Naka waa kër ga?

S: Nyunga fa.

T: Mbaa kenn feebarul?

S: Alhamdulillà.

M-3

Demonstrate C-4, and then teach the following by mimicry. Be sure to contrast nyungi fi with nyunga fa.

Nyungi fi. Fine (lit: they are here.)

C-5

For the following use the names of people who are outside of the class but within the group of people associated with the training program.

T: Naka [Lucy] ag [Ella]? How are [Lucy] and [Ella]?

S: Nyungi fi.

TO THE STUDENT:

The greetings, both casual and deferential, consist of essentially two parts:

1) The initial contact, using one or both of the following:

Salaam màléékum.

Màléékum salaam.

* * * *

Cook! (Name salute)

Dyóób!

2) Inquiries about well-being:

a) Personal well-being:

Na nga def?

Màngi fi rek.

b) Family well-being:

Naka waa kër ga?

(Inquiries may also be made about individual members of the family or about close mutual acquaintances. Asking about the family is always appropriate and is almost automatic. Specific inquiries about others will be learned in later lessons.)

The response alhamdulillà (in C-3) is of Arabic origin, and consequently a number of different pronunciations will be heard (varying according to people's ability to imitate the Arabic accurately). Here again it is best to learn the variant used by your teacher. It may also be used in other contexts, such as in C-1:

Naka waa kër ga?	
Nyunga fa, alhamdulillà.	They are fine, praise be.

Tubaarkala (yes, fortunately), also of Arabic origin, may be used in place of alhamdulillà in C-3.

Yes/no questions are indicated by a change of intonation alone (as in Lesson 6), or by the addition of a special question marking word (in which case the interrogative intonation is not used). Mbaa (in C-3) is one of these special question words. It is used when the questioner wishes to indicate that an answer of agreement is expected, but that he is not quite sure. For example, an affirmative answer is expected in the following:

A:	Mbaa wolof la?	He's a Wolof, isn't he?
B:	Waaw, wolof la.	Yes, he's a Wolof.

A negative answer is expected when the question itself is in the negative:

A:	Mbaa kenn feebarul?	Someone isn't sick, are they?
B:	Déédét, alhamdulillà.	No, thank goodness.

The -ul indicates that the verb feebar (be sick) is in the negative. Sentences with mbaa often have the meaning "I hope that..." (I hope that nobody is sick). In the case of mbaa kenn feebarul, the response is somewhat idiomatic in that the negative déédét is generally omitted (see C-3).

Since mbaa questions are somewhat complex, no effort need be made to extend the use of mbaa to other sentences at this point in your learning of Wolof.

TO THE TEACHER:

The following may be used as a classroom phrase in teaching M-3:

Dégg leen bu baax li ma wax.	Listen (you-pl) well to what I say.

Lesson 8 No, it's not Dakar.

C-1

1. Demonstrate C-1 by taking both parts yourself, using siis and taabul, néég and bunt, simis and siis, etc.
2. Have students question you about the identity of the following (using either pictures or the actual objects): siis, taabul, néég, bunt, tubéy, gàrab, boyet, butéél, kafe, wanag, suuf, bàsaŋ, tyeeb, dyën.

S: Lii [siis] la?	
T: Déédét, du [siis].	No, it's not a [chair].
S: Lan la?	What is it?
T: [Taabul] la.	It's a [table].

After each student has asked at least one question, shorten the conversation to:

S: Lii [siis] la?
T: Déédét, du [siis].
[Taabul] la.

M-1

siis	Du siis.	chair	It's not a chair.
taabul	Du taabul.	table	
boyet	Du boyet.	box	
butéél	Du butéél.	bottle	
tyeeb	Du tyeeb.	rice	
dyën	Du dyën.	fish	
[ ]	Du [ ].		

C-2

T: Lii [siis] la?
S: Déédét, du [siis].

C-3

Repeat C-2, allowing for affirmative answers (Waaw, [siis] la) to be mixed in with the negative answers.

C-4

Use pictures of various Wolofs and Americans for the following:

T: Kii [wolof] la?

S: Déédét, du [wolof].
[Amerikeny] la.

M-2

Use a map of Senegal to present the following. Do not have the students mimic these sentences.

Fii Dàkaar la.	Here is Dakar.
Fii Ndar la.	Here is St. Louis.
Fii Kees la.	Here is Thiès.
Fii Kawlak la.	Here is Kaolack.

C-5

T: Won ma [Dàkaar].

S: (Points to [Dakar] on the map.)

After a couple of minutes shift to the outline map on page 8-7.

M-3

As preparation for C-6, point to various towns on the map:

Fii du [Kees], du [Kawlak], du [Ndar]; [Dàkaar] la. — This is not Thiès, it's not Kaolack, it's not St. Louis; it's Dakar.

C-6

T: Fii [Dàkaar] la?
Or: Fii [Dàkaar] la, waaw walla déét? — Is this Dakar, yes or no?

S: Déédét, du [Dàkaar].

T: Fan la?

S: [Ndar] la.

Get the best possible pronunciation of Ndar, but do not work for perfection; words with an initial nd will be practiced later.

C-7

T: Fii fan la?

S: [Dàkaar] la.

C-8

Using a site plan of the training area, first identify several of the buildings, and then ask the questions fii [Leakey Hall] la? and fii fan la?

Handout - 1

Use Handout 1 on page 8-5, following the procedures used in giving Handout 1 in Lesson 6.

E-1

If any students occasionally say du siis la, use the following exercise as a way of correcting this tendency. Use the names of as many objects, persons and places in the "open brackets" ([ ]) as seem necessary to firmly establish the difference between the affirmative and negative in these sentences.

Teacher	Response 1	Response 2
Lii siis la?	Déédét, du siis.	Waaw, siis la.
--- [ ] --?	------, -- [ ].	----, [ ] --.

* * * *

Kii wolof la?	Déédét, du wolof.	Waaw, wolof la.
--- [ ] --?	------, -- [ ].	----, [ ] --.

* * * *

Fii Dàkaar la.	Déédét, du Dàkaar.	Waaw, Dàkaar la.
--- [ ] --.	------, -- [ ].	----, [ ] --.

E-2

If any students have difficulty in producing the question intonation (in contrast to the statement intonation) consistently, have them first mimic both columns below, and then have them respond to your statement with a question.

Teacher (Statement)	Response (Question)
Lii siis la.	Lii siis la?
Kii Wolof la.	Kii wolof la?
Fii Dàkaar la.	Fii Dàkaar la?
Suukër la.	Suukër la?
Purtugees la.	Purtugees la?
Gine la.	Gine la?
Lii du suukër.	Lii du suukër?
Kii du Angale.	Kii du angale?
Fii du Kees.	Fii du Kees?

Handout - 1

By now you have probably noticed that lii refers to objects, kii to persons, and fii to places:

Lii siis la.
Kii olof la.
Fii Dàkaar la.

Listen as the instructor reads sentences naming unfamiliar objects, people, and places; then indicate (by underlining or circling) which he is talking about.

1.	Object (lii)	Person (kii)	Place (fii)	1.	Lii sigaret la.
2.	Object	Person	Place	2.	Kii angale la.
3.	Object	Person	Place	3.	Fii Maali la.
4.	Object	Person	Place	4.	Fii Gine la.
5.	Object	Person	Place	5.	Kii tubaab la.
6.	Object	Person	Place	6.	Fii Tugël la.
7.	Object	Person	Place	7.	Lii suukër la.
8.	Object	Person	Place	8.	Lii xorom la.
9.	Object	Person	Place	9.	Kii lebu la.

For the following, indicate also if the sentence is a statement or a question:

10.	Obj	Pers	Place	S	Q	10.	Kii purtugees la?
11.	Obj	Pers	Place	S	Q	11.	Fii Gore la?
12.	Obj	Pers	Place	S	Q	12.	Fii Mbuur la.
13.	Obj	Pers	Place	S	Q	13.	Kii naar la?
14.	Obj	Pers	Place	S	Q	14.	Fii Gànnaar la?
15.	Obj	Pers	Place	S	Q	15.	Lii meew la.
16.	Obj	Pers	Place	S	Q	16.	Lii furset la.

Fold under

17. Obj Pers Place S Q

18. Obj Pers Place S Q

19. Obj Pers Place S Q

20. Obj Pers Place S Q

Note the difference between an affirmative and a negative statement in the following:

Siis la.	It's a chair.
Du siis.	It's not a chair.
Kii wolof la.	This (person) is a Wolof.
Kii du wolof.	This (person) is not a Wolof.

Listen as your instructor reads the following sentences, and indicate (by circling or underlining) whether the statement is affirmative or negative.

21. Affirmative Negative

22. Affirmative Negative

23. Affirmative Negative

24. Affirmative Negative

25. Affirmative Negative

26. Affirmative Negative

27. Affirmative Negative

28. Affirmative Negative

29. Affirmative Negative

30. Affirmative Negative

Fold under

17. Fii Angalteer la.

18. Kii Séérér la?

19. Fii Sigintyoor la.

20. Lii kuddu la?

21. Du taabul.

22. Kii amerikeny la.

23. Kii du angale.

24. Du Kawlak.

25. Ndar la.

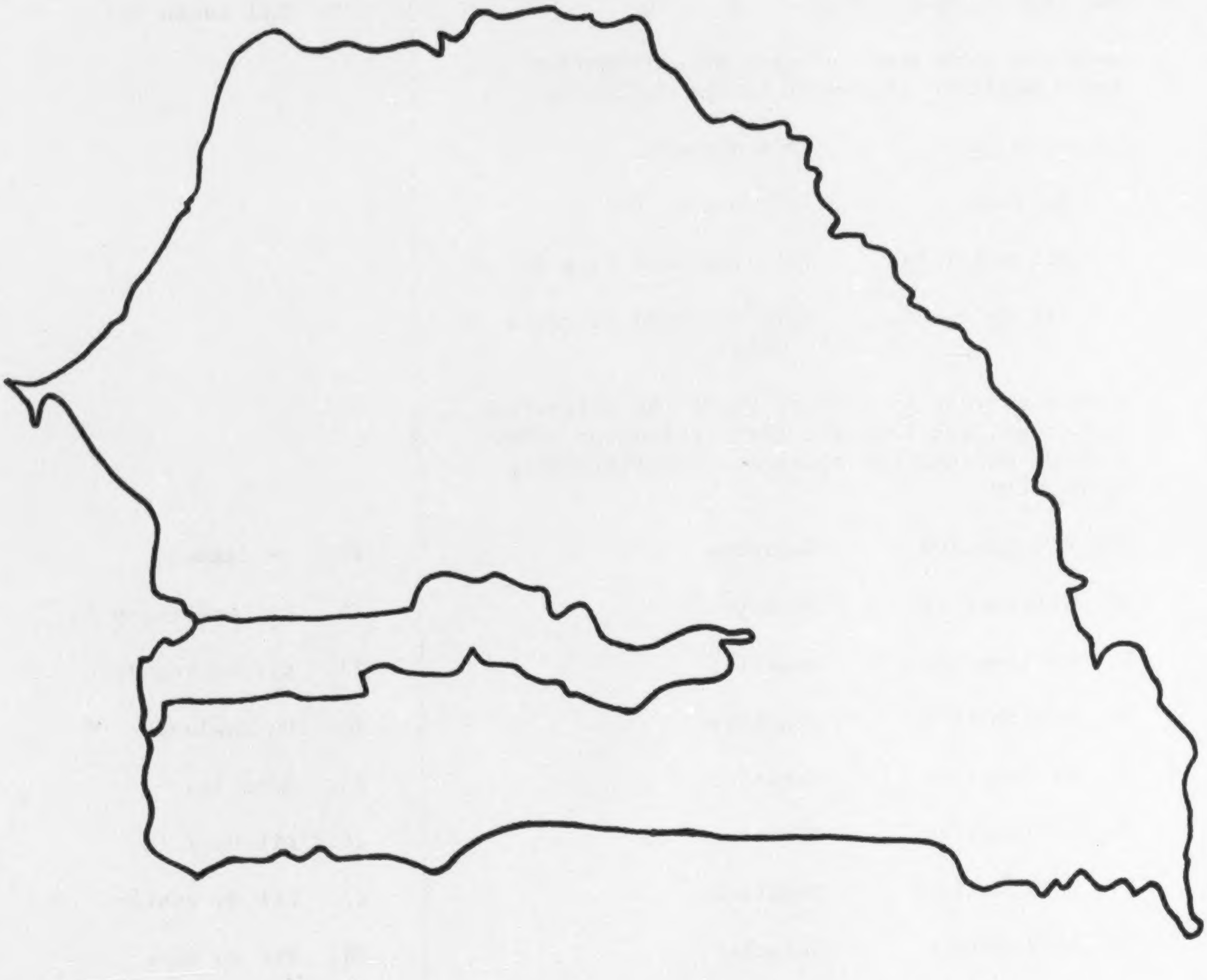
26. Kii naar la.

27. Lii du suukër.

28. Fii du Gine.

29. Kii du séérér.

30. Lii sigaret la.



Lesson 9 Leave-taking: Greet the family for me.

M-1

Di na nyu ko dégg.	I'll tell them. (lit: They will hear it).

C-1

T: Baax na, [Cook]. Màngi dem waay. Nuyyul ma waa kër ga.	Okay, [Cook] I'm going now. Greet the family (lit: people of the house) for me.

[Cook]: Di na nyu ko dégg.

C-2

T: [Cook], na nga def?

[Cook]: A! Màngi fi rek!

Or: A, [Dyóób]! Màngi fi rek.

T: Naka waa kër ga?

[Cook]: Nyunga fa.

T: Baax na. [Cook]. Màngi dem waay.
Nuyyul ma waa kër ga.

[Cook]: Di na nyu ko dégg.

M-2

> Use the names of students and teachers in your training program instead of those given below.

waa kër ga	Nuyyul ma waa kër ga.	the family	Greet the family for me.
Lisa Day	--------- Lisa Day.		
Anta Faal	--------- Anta Faal.		
[ ]	--------- [ ].		

C-3

A: Nuyyul ma waa kër ga.

B: Di na nyu ko dégg.

C-4

S: Nuyyul ma [Lisa Day].

T: Di na ko dégg.

C-5

If the training takes place in Senegal, use this leave-taking outside of class. If the training takes place elsewhere (without immediate possibilities for greeting the family), practice this form of leave-taking with your teachers outside of class, even though the more informal leave-taking in Lesson 5 would be more natural for the situation.

TO THE STUDENT:

In Wolof it is common to accompany references to events in the future with the formula:

bu soobee Yàlla	if it please God

Hence, the response in C-1 may also be:

Di na nyu ko dégg, bu soobee Yàlla.

This is especially frequent in rural speech and in formal speech in urban areas.

TO THE TEACHER

Be careful to use only nuyyul ma waa kër ga (C-1) for the time being; nuyyul ma sa waa kër should be introduced only after the first expression has been well learned by the students (to avoid sa waa kër ga).

Lesson 10 Sit down!

M-1

As an introduction to C-1:

1. Say the following while performing the action:

   Màngi-y toog.

   Màngi-y dyóg.
2. Immediately after saying màngi-y dyóg, point to one of the students and begin C-1.

(Note: Do not have students learn to say màngi-y [toog]. The primary aim of this lesson is to understand and to use four imperatives.)

C-1

T:	(Pointing) [Ken], dyógël!	[Ken], stand up!
	Or: Yow, dyógël!	You, stand up!
S:	(Stands up)	
T:	Toogal!	Sit down!
S:	(Sits down)	
T:	Â-hâ.	Okay.
	Or: Waaw.	Yes.
	Or: Waaw kany.	Okay.
	Or: Baax na.	Good.

M-2

As an introduction to C-2, say the following while performing the actions:

Màngi-y dox.

Màngi taxaw.

C-2

T:	[Ken], dyógël!	
	Or: Yow, dyógël!	
S:	(Stands up)	
T:	Doxal!	Walk!
S:	(Walks)	

T: Taxawal!	Stop!
S: (Stops)	
T: (Standing by the student and pointing back to his chair) Toogal!	

C-3

T: [Ken], dyógël!

S: (Stands)

T: Toogal!

Alternate C-2 with C-3 with different students.

C-4

T: [Ken] ag [Tom], dyóg leen!	[Ken] and [Tom], stand up!
Ss: (Stand)	
T: Toog leen!	Sit down!
Ss: (Sit down)	

Instead of addressing students by name each time, use also yeen nyaar (you two), yeen nyett (you three) and yeen yëpp (you all).

M-3

Have students (as a group and individually) mimic you:

Dyógël!
Toogal!

C-5

T: [Ken], dyógël!

[Ken]: (Stands up)

T: (By use of gestures indicates to [Ken] that he should say dyógël! to [Tom].)

[Ken]: (To [Tom]) Dyógël!

T: (By use of gestures indicates to [Tom] that he should say dyógël!
to [Lisa].)

[Tom]: (To [Lisa]) Dyógël!

Continue until all of the students have used dyógël! and toogal! at least once.

C-6

T: [Ken], waxal [Tom] mu dyóg. [Ken], tell Tom to get up.

[Ken]: [Tom], dyógël!

C-7

T: [Ken], waxal [Lisa] mu [dox].

[Ken]: [Lisa], [doxal]!

Students should be able to comprehend your instructions from the general setting and your gestures; do not give an English translation unless they appear hopelessly confused.

C-8

T: [Ken], dyógël!

S: (Stands up)

T: Toogal!

S: (Sits down)

T: Dyógaatal! Stand up again!

S: (Stands up again)

T: Toogaatal! Sit down again!

S: (Sits down again)

Handout-1

Follow the procedures used for Handout-1 in Lesson 6.

Instructions:

Most singular imperatives have -al (or -ël) after the verb, while plural imperatives have leen:

Toogal!
Toog leen!

Your instructor will read some imperatives, most of which you have probably heard used in your classroom or which you will hear shortly. On the basis of -al (-ël) and leen, mark (by underlining or circling) whether your teacher has given the singular or the plural imperative.

1.	Speak!	Speak (pl)!	1.	Wax leen!
2.	Speak!	Speak (pl)!	2.	Waxal!
3.	Look!	Look (pl)!	3.	Xoolal!
4.	Look!	Look (pl)!	4.	Xool leen!
5.	Listen!	Listen (pl)!	5.	Déglu leen!
6.	Repeat!	Repeat (pl)!	6.	Waxaat leen!
7.	Repeat!	Repeat (pl)!	7.	Waxaatal!
8.	Go!	Go (pl)!	8.	Demal!
9.	Wait!	Wait (pl)!	9.	Xaaral!
10.	Hurry!	Hurry (pl)!	10.	Gaawal!
11.	Write!	Write (pl)!	11.	Bind leen!
12.	Look here!	Look (pl) here!	12.	Xoolal fi!
13.	Listen well!	Listen (pl) well!	13.	Déglu leen bu baax!
14.	Speak Wolof!	Speak (pl) Wolof!	14.	Waxal wolof!

Fold under

15.	Go sit down!	Go sit (pl) down!	15. Demal toog!
16.	Get up!	Get (pl) up!	16. Dyógël!
17.	Write!	Write (pl)!	17. Bindël!

The above imperatives are either intransitive (i.e. do not take an object) or have a noun object (*Waxal wolof*). If a singular imperative has a pronoun as an object, the -*al* suffix does not occur:

Won *ma* siis bi.	Show *me* the chair.
Laady *ko*.	Ask *him*.

Continue to indicate whether the imperative given by your teacher is singular or plural.

18.	Ask Ken!	Ask (pl) Ken!	18. laadyal Ken!
19.	Say it!	Say (pl) it!	19. Wax leen ko!
20.	Show me the chair!	Show (pl) me the chair!	20. Won leen ma siis bi!
21.	Wait for me!	Wait (pl) for me!	21. Xaar ma!
22.	Wait!	Wait (pl)!	22. Xaaral!
23.	Wait!	Wait (pl)!	23. Xaar leen!
24.	Show me the chair!	Show (pl) me the chair!	24. Won ma siis bi!
25.	Say it!	Say (pl) it!	25. Wax ko!
26.	Write it!	Write (pl) it!	26. Bind leen ko!
27.	Look at me!	Look (pl) at me!	27. Xool ma!

Fold under

P-1

Have students listen as you contrast the words of Group 1 with those of Group 2.

1. No final consonant		2. With final x	
daa	(ink)	daax	(mend)
laa	(I have...)	laax	(porridge)
naa	(I have...)	naax	(a lot of...)
nee	(over there)	neex	(be agreeable)
wee	(that one over there)	weex	(be white)
dyii	(this one here)	dyiix	(grope)
we	(fingernail)	wex	(be better)
de	(interjection of insistence)	dex	(river)

P-2

1. Have students listen as you contrast the words of Group 1 with those of Group 2.
2. Have students mimic:
   A. The sets of words from each group:
      T: daas
      Ss: daas
      T: daax
      Ss: daax
      Etc.
   B. The words of Group 2:
      T: daax
      Ss: daax
      T: laax
      Ss: laax
      Etc.

1. Final s		2. Final x	
daas	(sharpen)	daax	(mend)
laas	(white secretion in the corner of the eyes)	laax	(porridge)
Baas	(a family name)	baax	(be good)
fees	(be filled)	feex	(be cool)
wees	(surpass)	weex	(be white)

P-3

1. Have students listen as you contrast the words of Group 1 with those of Group 2.
2. Have students mimic:
   A. The sets of words from each group.
   B. The words of Group 2.

1. Final g		2. Final x	
soog	(just have...)	soox	(limp)
nag	(cow)	nax	(deceive)
bag	(ferry-boat)	bax	(boil)
dog	(cut off)	dox	(walk)
log	(have...in the mouth)	lox	(tremble)

P-4

Follow the same procedures as in P-2 and P-3.

1. Final x		2. Medial x	
wax	(speak)	waxal	(Speak!)
dox	(walk)	doxal	(Walk!)
tax	(cause)	taxal	(Stand! Stop!)
soox	(limp)	sooxal	(Limp!)
daax	(mend)	daaxal	(Mend!)

P-5

Have students mimic the following.

xaal	(watermelon)
xees	(be light complexioned)
xiin	(be cloudy)
xam	(know)
xale	(child)
xaalis	(money)
xàlam	(guitar)

TO THE TEACHER:

Use the pronunciation exercises (P-1, P-2, etc.) to teach your students to produce the sound "x". Do not attempt to teach the meanings of the words in these exercises.

Lesson 11 Personal Information

Introduce this lesson by making the following statements of facts about yourself and the students (using real names in place of those given here):

Man, [Dyóób] laa sant.
Yow, [Cook] nga sant.
Moom, [Young] la sant.

Man, Senegaal laa dyógé.
Yow, Amerik nga dyógé.
Moom, Amerik la dyógé.

Man, [Leakey Hall] laa dëkk.
Yow, [Mott Hall] nga dëkk.
Moom, [Wood Hall] la dëkk.

M-1

Cook	Cook laa sant.	My family name is Cook.
Young	Young laa sant.	My family name is Young.
Dyóób	Dyóób laa sant.	My family name is Diop.
[ ]	[ ] laa sant.	My family name is [ ].

C-1

T: Naka nga sant?
S: [Cook] laa sant.
Or: [Cook]

C-2

First demonstrate the answer by S_2, then teach him to say it. Let each student practice this response individually as C-2 is repeated several times (until each student has played the part of S_2 at least once).

T: Naka nga sant?
S_1: [Cook] laa sant.
T: (To S_2): Naka la sant?
S_2: [Cook] la sant.

C-3

First demonstrate C-3 and C-4. Then have each student practice the response as he is questioned. For Amerik substitute the names of whatever other countries your students may be from.

T: Fan nga dyógé?

S: [Amerik] laa dyógé.

Ask a second student fan la dyógé and teach him the response Amerik la dyógé.

C-4

S: Fan nga dyógé?

T: Senegaal laa dyógé.

M-2

In the following use the names of local places where people are staying. If the training occurs in Dakar, use a map which has the sub-divisions of Dakar.

Leakey Hall	Leakey Hall laa dëkk.	I live in Leakey Hall.
[ ]	[ ] laa dëkk.	I live in [ ].

* * * *

Faan	Faan laa dëkk.	I live in Fann.
Bawbaab	Bawbaab laa dëkk.	I live in Baobab.
[ ]	[ ] laa dëkk.	I live in [ ].

C-5

T: Fan nga dëkk?	Where do you live?
S: [Leakey Hall] laa dëkk.	

Ask a second student fan la dëkk and teach him the response [Leakey Hall] la dëkk.

C-6

Combine C-1, C-3, and C-5.

C-7

Repeat C-6, having students ask you the questions.

E-1

Teacher	Response
Amerik	Amerik laa dyóǵé.
Senegaal	Senegaal -------.
[ ]	[ ] -------.
* * * *	*
Texas	Texas laa dyóǵé.
Ohio	Ohio ---------.
[ ]	[ ] --------.
* * * *	*
Boston	Boston la dyóǵé.
Atlanta	Atlanta -------.
[ ]	[ ] ------.

TO THE TEACHER:

While foo dyóǵé and foo dëkk are approximate equivalents for the questions in C-3 and C-5, please avoid using them at this point in the program. Questions using the fan (where), kan (who), and lan (what) forms are introduced in the early lessons, while the fu, ku, and lu forms (foo is based on fu) will be introduced later.

One of the most basic relationships in conversation is that of I and You. This is exemplified in C-1 (and again in C-3 and C-5):

Naka nga sant?	What is your name?
[Cook] la sant.	My name is Cook.

Another very basic relationship in conversation is that of I--You talking about him, as exemplified in the last half of C-2:

Naka la sant?	What is his name?
[Cook] la sant.	His name is Cook.

From a learner's standpoint, these are probably the two most useful conversational relationships to learn in the early stages of a language learning program which has as its immediate goal the interaction between the learner and native speakers of the language. Hence, new material will usually be introduced with the I--You relationship (as in C-1) and then proceed almost immediately to the I--You and him relationship (as in C-2).

Conversations using plurals will be introduced later. Do not introduce them ahead of time. Initially the I--You and the I--You and he relationships are far more useful than any involving the plurals.

M-3

Teacher	Response
Yow, wolof nga?	Déédét, du ma wolof.
---, angale --?	------, ----- angale. (Englishman)
---, sinwaa --?	------, ----- sinwaa. (oriental)
---, purtugees --?	------, ----- purtugees. (Portuguese creole)
---, kàtolik --?	------, ----- kàtolik. (Christian)
* *	* * *
---, góór ---?	------, ----- góór.
---, dyigéén ---?	------, ----- dyigéén.
---, xale ---?	------, ----- xale. (child)
* *	* * *
---, doktoor ---?	------, ----- doktoor. (doctor)
---, soldaar ---?	------, ----- soldaar. (soldier)
---, alkaati ---?	------, ----- alkaati. (policeman)
* *	* * *
---, Ken Cook ---?	------, ----- Ken Cook.
---, [ ] ---?	------, ----- [ ].

C-8

Use pictures or refer to people in class.

T: Kii [Ken Cook] la?

S: Waaw, [Ken Cook] la.

Or: Déédét, du [Ken Cook].
Kii [Tom Young] la.

T: [Amerikeny] la?

S: Waaw, [amerikeny] la.

Or: Déédét, du [amerikeny].
[Angale] la.

T: Yow, [amerikeny] nga?

S: Waaw, [amerikeny] laa.

Or: Déédét, du ma [amerikeny].
Man, [angale] laa.

M-4

Have students mimic the questions in the "teacher" column in M-3.

C-9

T: [Ken], laadyal [Tom] ndax [amerikeny] la.

[Ken]: Yow, [amerikeny] nga?

[Tom]: Waaw, [amerikeny] laa.

Or: Déédét, du ma [amerikeny].
Man, [angale] laa.

Handout - 1

The difference between I'm (laa) and "he's" (la) is slight. Listen as your teacher pronounces the following:

I'm	he's
Cook laa sant.	Cook la sant.
Dyóób laa sant.	Dyóób la sant.

Listen as your teacher reads the following, and indicate whether the reference is first person (laa) or third person (la):

1. I'm he's	1.	Cook la sant.
2. I'm he's	2.	Cook laa sant.
3. I'm he's	3.	Dyóób laa sant.
4. I'm he's	4.	Dyóób la sant.
5. I'm he's	5.	Young la sant.
6. I'm he's	6.	Sekk la sant.
7. I'm he's	7.	Young laa sant.
8. I'm he's	8.	Sekk laa sant.
9. I'm he's	9.	Faal la sant.
10. I'm he's	10.	Wolof la.
11. I'm he's	11.	Amerikeny laa.
12. I'm he's	12.	Amerikeny la.
13. I'm he's	13.	Tubaab la.
14. I'm he's	14.	Wolof laa.
15. I'm he's	15.	Amerik la dyógé.
16. I'm he's	16.	Amerik laa dyógé.

Lesson 12 Come in!

M-1

Demonstrate C-1 by taking both roles yourself.

Sàmba	Man la, Sàmba.	Samba	It's me, Samba.
Ken	Man la, Ken.	Ken	It's me, Ken.
Lisa	Man la, Lisa.	Lisa	It's me, Lisa.
[ ]	------ [ ]		

C-1

S: (knocks on door)

T: Kooku? — Who (is it)?

S: Man la, [Ken].

Or: Man la.

T: Aksil!

C-2

S: Koŋ-koŋ.

T: Kooku?

S: Man la.

T: Yow kan?

S: Man la [Ken].

T: Aksil!

Have students practice saying koŋ-koŋ ("knock-knock"); then repeat C-1 having the students say koŋ-koŋ with the knocking or in place of it.

M-2

Kooku?	Who (is it)?
Aksil!	Come in!

C-3

Repeat C-1 having students take both parts.

C-4

[Cook]: (At door which is open) Koŋ-koŋ!

[Libbey]: [Cook], aksil!

[Cook]: [Libbey]! Na nga def?

[Libbey]: Nii rek.	So-so.
Toogal waay!	

M-3

Use the actual objects in teaching the following.

Lii xaalis la.	This is money.
Lii ndox la.	This is water.
Lii saabu la.	This is soap.
Lii sigaret la.	This is a cigarette.

C-5

T: Won ma [xaalis bi].

S: (Points)

C-6

As you do the following, teach students to say am and dyërëdyëf.

T: Dyoxal [Tom] [xaalis bi].	Give Tom the money.
S: (Giving the object to Tom) Am.	Here.
[Tom]: Dyërëdyëf.	Thanks.

TO THE STUDENT:

In addition to the regular imperative (indicated by -al and leen following the verb), Wolof also uses the optative construction to make requests, as a way of showing special politeness or to show that the request is indirect:

Imperative	Optative	
Toogal!	Na nga toog.	(Would you please sit down.)
Ubbil bunt bi!	Na nga ubbi bunt bi.	(Would you please open the door.)

While the optative construction does indicate a polite request, there is nothing impolite about the imperative construction. For this reason, and because of the frequency of occurrence of the imperative, it is suggested that in your early use of Wolof you limit yourself to the imperative; the optative construction used for requests will be introduced and practiced after you have had sufficient opportunity to learn the regular imperative.

While the Wolof imperative construction is very regular, there are two words which depart slightly from the regular pattern:

1) The special command *kaay* (normally used in place of the imperative *nyów*, "to come") never takes the -*al* suffix:

Kaay fii.	Come (you-sg) here!
Kaay lekk.	Come (you-sg) eat!

Kaay is always used as an imperative, never in other verb constructions.

2) *Am* (lit.: to have) when used as an imperative does not take the -*al* suffix.

A: Dyoxal Tom xaalis bi.	Give Tom the money.
B: Am.	Take (it).

Nii rek in C-4 is a response which is appropriate between close acquaintances. It is not appropriate in a situation that calls for deference.

TO THE TEACHER:

Introduce the following phrases in the course of teaching this lesson, letting your gestures and the situation make the meaning clear to students:

Kaay fii!	Come here!
Toogal fii!	Sit down here!
Négal fii!	Wait here!
Taxawal fii!	Stand here!
Kaay toog!	Come sit down!
Demal toog!	Go sit down!

If there is time, have students mimic these commands and practice using them in class.

Handout - 1

Follow the procedures used for Handout-1 in Lesson 6.

Instructions:

The imperative singular of verbs ending in a consonant is indicated by -al (-ël):

Toogal!	Sit down!
Fëggël!	Knock!

However, the imperative singular of verbs ending in a vowel is indicated by -l:

Déglul!	Listen!
Indil siis bi!	Bring the chair!

The imperative plural is indicated by leen for verbs ending in a vowel as well as for those ending in a consonant:

Déglu leen!	Listen (pl)!
Indi leen siis bi!	Bring (pl) the chair!

Your instructor will read some imperatives in which the verb ends in a vowel. On the basis of -l and leen, mark (by underlining or circling) whether the imperative is spoken to one or to more than one person (most of these verbs will be used in immediately forthcoming lessons:

1. Go back! (dellu, go back)	Go (pl) back!	Fold under	1. Dellul!
2. Come back! (dellusi, come back)	Come (pl) back!		2. Dellusil!
3. [illegible]ome back! (dellusi, come back)	Come (pl) back!		3. Dellusi leen!
4. Return home! (nyibbi, return home)	Return (pl) home!		4. Nyibbil!
5. Come back home! (nyibbisi, return home)	Come (pl) back home!		5. Nyibbisil!
6. Greet Samba! (nuyyu, greet)	Greet (pl) Samba!		6. Nuyyu leen Sàmba!

7.	Greet Sàmba! (nuyyusi, come and greet)	Greet (pl) Samba!	7. Nuyyusil Sàmba!
8.	Bring the chair! (indi, bring)	Bring (pl) the chair!	8. Indil siis bi!
9.	Bring some water! (indi, bring)	Bring (pl) some water!	9. Indi leen ndox!
10.	Open the door! (ubbi, open)	Open (pl) the door!	10. Ubbil bunt bi!
11.	Open the doors! (ubbi, open)	Open (pl) the doors!	11. Ubbi leen bunt yi!
12.	Help Samba! (dimbëli, help)	Help (pl) Sàmba!	12. Dimbëlil Sàmba!
13.	Be quiet! (noppi, quiet)	Be (pl) quiet!	13. Noppil!

Fold here

Lesson 13 - Dialog. Greeting and leave taking (deferential)

Two people who are casually acquainted meet very briefly.

A:	[Cook], na nga def?	Hello, how are you?
B:	Màngi fi rek. [Young].	Hello, I'm fine.
A:	Naka waa kër ga?	How is everyone at home?
B:	Nyunga fa.	Fine.
A:	Mbaa kenn feebarul?	I hope that no one is sick.
B:	Alhamdulillà.	No, fortunately.
A:	Naka sa pàpp?	How is your father?
B:	Munga fa di sant.	He's fine (lit: He is there, giving praise).
A:	Baax na, màngi dem.	All right, I am leaving.
	Nuyyul ma waa kër ga.	Greet the family for me.
B:	Di na nyu ko dégg, bu soobee Yalla.	I'll do that (lit: They will hear about it, if it please God).

TO THE STUDENT:

The etiquette surrounding question of who initiates the greetings is both subtle and complex, there being many factors involved, some of which appear to take precedence over others.

Fortunately this does not immediately complicate life for the learner of Wolof, since he is initially, by definition, an outsider (hence entitled to a certain amount of forgiveness for minor breaches of etiquette). So as a foreigner he is not expected to know the system. In addition, since Wolofs generally do not expect Europeans or Americans to speak Wolof, the learner will not be expected to play the part of either the greeter or the greeted. Hence, unless the learner takes the initiative (playing the role of the greeter) there will be no greetings exchange in Wolof.

While it is quite acceptable for a learner (especially as a neophyte) to initiate the greetings, he should be aware of the way the Wolof system works, and begin to fit into it (i.e. assume the role of the greeted, when appropriate).

The various factors that help determine who should initiate the greetings are summarized below:

1. Greeter: moving; Greeted: stationary. For example, the one who is entering a room, or who is joining a group, should initiate the greetings.

2. Greeter: lower social rank; Greeted: higher social rank. Generally speaking, important religious (Moslem) and political leaders have the highest social standing, followed by foreigners (gan) -- especially Europeans (tubaab). In the remaining group older people have higher standing than younger ones and men outrank women.

3. Greeter: one; Greeted: more than one.

4. Greeter: (first) sighter; Greeted: sighted. Neglecting to greet may be interpreted as a sign of rudeness or ill will, hence there is some constraint on the one who sees the other first to initiate the greetings.

The etiquette involved here is not absolute and inflexible -- that is, some people may attach more importance to one factor than another. But in general it appears that the moving-stationary factor is a strong one, taking precedence over the others. The factor of one person speaking to more than one seems to be the least important of the first three. The fourth factor, the question of who sees the other first, is clearly a strong one if all other factors are equal; depending on the circumstances and individual attitudes, it may take precedence even when one or more of the other factors are present to some extent.

TO THE TEACHER:

Since most of the content of this dialog has occurred in earlier lessons, the main task here is that of memorization. Take the following steps in teaching this dialog.

1) Present the dialog by taking both parts yourself.

2) Go through the whole dialog, having students repeat each line after you. (Give extra practice to any of the lines which prove to be difficult.)

3) Repeat the dialog, taking part A, while the students as a group take part B.

4) Now take part B while the students as a group take part A.

5) Take part A, while one of the students takes part B. Arrange the situation so that the student (part B) is stationary (standing or sitting) while you (part A) are moving towards him. Then reverse the roles, taking part B while the student takes part A.

6) Finally have one student take part A and another one take part B.

Lesson 14 Here it is

M-1

Give each student an object for which he does not as yet know the word, introducing it with the frame lii [ ] la. Suggested objects:

saag (sack, purse)
kaas (cup)
bool (bowl)
dàll (shoe)
butéél (bottle)
furset (fork)
kuddu (spoon)
simis (shirt)
tubéy (trousers)

C-1

Demonstrate the following by taking both parts yourself. Teach mungi by mimicry. (Each student here has two tasks: remembering the name of the object he is holding - but not necessarily those held by other students - and being prepared to say mungi.

T: (Pretending not to know where the object is) Ana [kaas bi]?

S: Mungi.

M-2

Review the names of the objects used above (M-1) for the whole class:
Lii [ ] la.

C-2

T: [Ken], Won ma [Simis bi].

[Ken]: (Handing over the object) Mungi.

For additional practice, use dyox in place of won.

C-3

Obtain a box and a hat, into which the articles used in M-1 may be placed.

T: Duggëlël [kaas bi] tyi [boyet bi].

S: Baax na.

C-4

T: Ana [kaas bi]?

S: Mungi tyi [mbaxane mi].

C-5

T: Ana [furset bi] ag [kuddu gi]?

S: Nyungi tyi [boyet bi].

C-6

Give the objects used in M-1 to the students and remove yourself far enough from them to make the meaning of indi clear.

T: Indil ma [saag bi].	Bring me the purse.
S: (Performs the action requested)	
Or: Mungi.	

Repeat C-6 using yobbu (take away) in place of indi.

C-7

T: [Dyox ma] [furset bi] walla [kuddu gi].

S: Mungi.

T: [Dyox ma] [kaas bi] ag [bool bi].

S: Nyungi.

TO THE STUDENT:

The article, "the", following Wolof nouns can take several different forms:

boyet bi	the box
kuddu gi	the spoon
mbaxane mi	the hat

These (and others) will be practiced in Lesson 27.

Lesson 15 He's fine, praising God.

M-1

papp	Naka sa pàpp?	father	How is your father?
yaay	------- yaay?	mother	
maam	------- maam?	grandmother / grandfather	
rakk	------- rakk?	younger brother/ sister	
mag	------- mak?	older brother/ sister	

C-1

A: Naka sa [pàpp].

B: Munga fa. He's find (lit: there).

M-2

Present the following so that students will understand that the response mungi fi is given for people who can be considered to be "local" (in the immediate proximity) while munga fa is given for people who are non-local (remote). Use the names of local people, but not class members, for [Don] and [Linda], who are in the other class.

Teacher	Response
Naka sa pàpp?	Munga fa.
Naka sa yaay?	Munga fa.

* * * *

Teacher	Response
Naka [Don]?	Mungi fi.
Naka [Linda]?	Mungi fi.
Naka sa xarit?	Mungi fi.

Include sa dyëkkër (your husband) and sa dyabar (your wife) if there are married people in the training program.

C-2

A: Naka [Ken]?

B: Mungi fi. He's fine (lit: here).

Or: Mungi fi rek.

C-3

Combine C-1 and C-2.

M-3

di sant Yàlla	Munga fa, di sant Yàlla.	praising God	He is there, praising God.
di sant	Munga fa di sant.	praising	He is there praising.
di la nuyyu	Munga fa, di la nuyyu.	greeting you	He is there, and sends you his greetings.

C-4

A:	Ana sa [pàpp]?	How is your father?
B:	Munga fa [di sant Yàlla].	
	Or: Munga fa di sant.	

C-5

Repeat C-4, asking about local people, with mungi fi rek [di sant Yàlla] as the response.

C-6

A: [Cook]! Na nga def?

B: Màngi fi rek [Young].

A: Naka [sa pàpp]?

B: Munga fa, [di sant]. Naka [Tom]?

A: Mungi fi, di la nuyyu. Naka [Lisa]?

B: Mungi fi rek.

A: Baax na. Màngi dem. Nuyyul ma waa kër ga.

B: Di na nyu ko dégg.

TO THE STUDENT:

Another word for pàpp (father) is baay. It often has negative connotations, and thus should be avoided in your early usage of Wolof.

In Lesson 14 ana is used as a question word "where". In the context of greetings ana takes on a different meaning, "how is."

Ana kaas bi?	Where is the cup? (14)
Ana sa pàpp?	How is your father? (15)

One may inquire about the well-being of family and acquaintances with either ana or naka (C-1, C-4).

Lesson 16 Where's my cup?

M-1

Point to an article worn by a student and have that student give the response individually.

Teacher	Response (individual)	
Lii simis la.	Lii suma simis la.	This is my shirt.
Lii tubéy la.	Lii suma tubéy la.	These are my trousers.
Lii kawas la.	Lii suma kawas la.	These are my socks.
Lii robb la.	Lii suma robb la.	This is my dress.
Lii dàll la.	Lii suma dàll la.	These are my shoes.
Lii montar la.	Lii suma montar la.	This is my watch.

C-1

T: Won ma suma [simis].

S: (Points)

Or: Mungi.

M-2

Point to an article which you are wearing and identify it as belonging to you. The responses may be either group or individual.

Teacher	Response	
Lii suma simis la.	Lii sa simis la.	This is your shirt.
Lii suma tubéy la.	Lii sa tubéy la.	
Lii suma kawas la.	Lii sa kawas la.	
Lii suma robb la.	Lii sa robb la.	
Lii suma dàll la.	Lii sa dàll la.	
Lii suma montar la.	Lii sa montar la.	

C-2

T: Won ma sa [simis].

S: (Points)

Or: Mungi.

C-3

Combine C-1 and C-2 at random.

M-3

kaas	Ana suma kaas?	cup	Where is my cup?
siis	Ana suma siis?	chair	Where is my chair?
saag	Ana suma saag?	purse	Where is my purse?
seetu	Ana suma seetu?	mirror	Where is my mirror?
saabu	Ana suma saabu?	soap	Where is my soap?

C-4

A: Ana suma [kaas]?

B: Mungi.

Also use sa in place of suma.

C-5

If the meaning of your request is not understood by the students, use C-2 in combination with C-5.

T: Won ma [simis-u Ken].	Show me Ken's shirt (lit.: shirt of Ken).
S: Mungi.	

C-6

Combine C-1, C-2, and C-5 at random.

M-4

Collect one personal item from each of the students, such as lam (bracelet), montar (watch), lunet (glasses), tyàrax (sandle), kareyô (pencil). Identify them as:

Lii lam-u [Lisa] la.	This is Lisa's bracelet.
Lii lunet-u [Ken] la.	

(If there is time, have students mimic these sentences.)

C-7

Give each student an object belonging to someone else.

T: Ana [lam-u] [Lisa]?

S: Mungi.

C-8

Review briefly Lesson 14 (C-3, C-4, and C-6), adding sa and suma to the nouns in the commands and the questions:

Duggalal [sa] [kaas] tyi [boyet bi]. (C-3)
Ana [suma] [kaas]? (C-4)
[Indii] ma [suma] [saag]. (C-6)

M-5

Teacher	Response	
Suma simis la.	Du suma simis.	It is not my shirt.
Suma kawas la.	Du suma kawas.	
Suma tubéy la.	Du suma tubéy.	
Suma saag la.	Du suma saag.	
Suma siis la.	Du suma siis.	

C-9

T: Lii sa [simis] la?

S: Waaw, suma [simis] la.
Or: Déédét. Du suma [simis].

TO THE STUDENT:

The suffix -u is used to mark the possessive construction in C-5 and M-4:

simis-u Ken	shirt of Ken
lam-u Lisa	bracelet of Lisa

TO THE TEACHER:

Remember to use the classroom phrases introduced in Lesson 1, plus any you may have added to later lessons.

Handout - 1

Instructions:

Note how the affirmative and negative assertions are signalled in the following:

Suma simis la	It's my shirt.
Du suma simis.	It's not my shirt.

Listen as your instructor reads the following sentences, and write la or du in the appropriate blank.

1. ___ suma kawas ___.		1. Du suma kawas.
2. ___ suma tubéy ___.		2. Du suma tubéy.
3. ___ suma dàll ___.		3. Suma dàll la.
4. ___ suma robb ___.		4. Suma robb la.
5. ___ suma montar ___.		5. Du suma montar.
6. ___ sa pàlto ___. (jacket)		6. Sa pàlto la.
7. ___ sa simis ___.		7. Du sa simis.
8. ___ sa siis ___.		8. Du sa siis.
9. ___ sa boyet ___.	Fold here	9. Sa boyet la.
10. ___ suma paaka ___.		10. Du suma paaka.
11. ___ suma néég ___.		11. Du suma néég.
12. ___ sa xaalis ___.		12. Sa xaalis la.
13. ___ sa xàlàm ___. (guitar)		13. Du sa xàlàm.
14. ___ suma rakk ___.		14. Du suma rakk.
15. ___ suma xarit ___.		15. Suma xarit la.
Listen as your instructor reads the following, and write the possessive pronouns suma (my) or sa (your) in the appropriate blank.		
16. Lii _______ simis la.		16. Lii suma simis la.
17. Lii du _______ simis.		17. Lii du sa simis.

18. Lii du _____ siis.

19. Lii _______ xàlàm la.

20. _____ pàlto la.

21. _____ xarit la.

22. _____ tyeeb la. (rice; affair)

-----Fold here-----

18. Lii du suma siis.

19. Lii suma xàlàm la.

20. Sa pàlto la.

21. Suma xarit la.

22. Sa tyeeb la.

Lesson 17 What's your teacher's name?

M-1

Review C-2 of Lesson 11, making certain that students make a contrast between la and laa:

Teacher	Student (to another student)
Man, Dyóób laa sant.	Moom, Dyóób la sant.
___, [ ] --------.	----, [ ] -------.

Do C-2 of Lesson 11 several times, then modify it as indicated below (by eliminating the second question).

C-1

T: Naka nga sant?

S_1: [Cook] laa sant.

T: (Pointing to S_2 for his response.)

S_2: [Cook] la sant.

C-2

T: (Pointing at both S_1 and S_2) Naka ngéén sant?

S_1: Man, [Cook] laa sant.

S_2: Man, [Libbey] laa sant.

C-3

T: Naka ngéén sant?

S_1: Man, [Cook] laa sant.
Moom, [Libbey] la sant.

C-4

Ask for the names of students in the class using the following questions:

Yow, naka nga sant?	You, what's your name?
Yeen, naka ngéén sant?	You (pl), what's your (pl) name?
Moom, naka la sant?	Him, what's his name?

When repeating a question to a second or third person use yow nag, yeen nag, and moom nag:

T: Naka nga sant?

S_1: [Cook] laa sant.

T: [Yow] nag?

S_2: [Libbey] laa sant.

M-2

yow	Naka nga sant?	you	What are you called?
yeen	Naka ngéén sant?	you (pl)	
moom	Naka la sant?	him	

C-5

A: Naka [nga] sant?

B: [Libbey] [laa] sant.

M-3

dyàngalekat	Sa dyàngalekat, naka la sant?	teacher	Your teacher, what's he called?
xarit	Sa xarit, naka la sant?	friend	
[ ]	Sa [ ], naka la sant?		

* * * *

Ken	Ken, naka la sant?
[ ]	[ ], -----------?

Also practice one or more of the following, choosing only those which are appropriate to the particular situation your students are currently in:

sa direktëër	your director
sa dëkkëndóó	your neighbor
sa gan	your guest (lit: stranger)
sa surga	your servant
sa mbindaan	your maid
sa dyabar	your wife
sa dyëkkër	your husband
sa borom-kër	your landlord

C-6

A: Sa [dyàngalekat], naka la sant.

B: [Dyóób] la sant. Sa bos nag? His name is Diop. And yours?

A: [Faal] la sant.

M-4

dyàngalekat	Dyàngalekat-u Ken, naka la sant?
direktëër	Direktëër ------, ------------?
[ ]	[ ] ------, ------------?

C-7

A: [Dyàngalekat]-u [Ken], naka la sant?

B: [Dyóób] la sant.

C-8

At your first opportunity outside of class ask your friends for the name of their teacher, director, etc.). Also ask for the names of other students' teachers, etc.

E-1

To the student: Note that the noun subject in the following question can be placed within the sentence (following the la predicator) as well as at the beginning of a sentence, with no change of meaning:

Sa xarit, naka la sant? Naka la sa xarit sant?

Practice the following very briefly.

Teacher	Response
Sa xarit, naka la sant?	Naka la sa xarit sant?
Sa gan, naka la sant?	Naka la sa gan sant?
Sa direktëër, naka la sant?	Naka la sa direktëër sant?
[Ken], naka la sant?	Naka la [Ken] sant?

TO THE STUDENT:

It may seem that it would be redundant to ask:

Sa dyabar, naka la sant?	Your wife, what's her family name?
Sa dyëkkër, naka la sant?	Your husband, what's his family name?

For Wolof this is normal, since the wife after marriage continues using her own family name rather than the husband's family name:

Wife: Faal laa sant.
Husband: Dyóób laa sant.

Married women learning Wolof may conform either to this Wolof pattern or the European pattern of using their husbands' family name. But remember that the Wolof women you know as Madame Diop in French will be known to her friends and neighbors as Ami Faal in Wolof.

Handout - 1

The difference between "I'm" (laa) and "he's" (la) is slight. Listen at your teacher pronounces the following:

I'm	he's
Cook laa sant.	Cook la sant.
Dyóób laa sant.	Dyóób la sant.

Listen as your teacher reads the following, and indicate whether the reference is first person (laa) or third person (la):

1. I'm he's
2. I'm he's
3. I'm he's
4. I'm he's
5. I'm he's
6. I'm he's
7. I'm he's
8. I'm he's
9. I'm he's
10. I'm he's
11. I'm he's
12. I'm he's
13. I'm he's
14. I'm he's
15. I'm he's
16. I'm he's
17. I'm he's
18. I'm he's

Fold under

1. Cook la sant.
2. Cook laa sant.
3. Dyóób laa sant.
4. Dyóób la sant.
5. Young la sant.
6. Sekk la sant.
7. Young laa sant.
8. Sekk laa sant.
9. Faal la sant.
10. Wolof la.
11. Amerikeny laa.
12. Amerikeny la.
13. Tubaab la.
14. Wolof laa.
15. Ken laa tudd.
16. Ken la tudd.
17. Amerik la dyógé.
18. Amerik laa dyógé.

Lesson 18 This is not sugar, it's salt

C-1

T:	Dyotali ma [suukër si].	Pass me [the sugar.]
S:	Am.	
T:	Dyërëdyëf.	

In addition to suukër si, ask for xorom si (salt), kàfe gi (coffee), and dute bi (tea).

C-2

Present the following by taking both parts yourself. Make sure the student understands he is to give the wrong item. Have the students learn to say baal ma, da ma dyuum.

T:	Dyotali ma [suukër si].	
S:	Am.	
T:	Lii du [suukër] de, [xorom] la.	This isn't sugar, it's salt.
S:	Baal ma, da ma dyuum. (Passes the [sugar].)	Excuse me, I made a mistake.
T:	Dyërëdyëf.	

M-1

suukër si	Dyotali ma suukër si.	sugar	Pass me the sugar.
xorom si	Dyotali ma xorom si.	salt	
kàfe gi	Dyotali ma kàfe gi.	coffee	
dute bi	Dyotali ma dute bi.	tea	

C-3

Repeat C-1, having students take both parts.

M-2

suukër	Lii du suukër de!	This is not sugar at all!
xorom	Lii du xorom de!	
kàfe	Lii du káfe de!	
dute	Lii du dute de!	

C-4

Repeat C-2, having students take both parts.

M-3

Cindy	Kii du Cindy de!	This is not Cindy at all!
Ken	Kii du Ken de!	
Tom	Kii du Tom de!	

C-5

T:	(Pointing) Kii [Cindy] la?	
S:	Déédét, kii du [Cindy] de, [Lisa] la.	
T:	Âhââ. Bon de, da ma dyuum.	Well, then, I made a mistake.

Continue C-5 with some pictures of well-known personalities (Kii Jerry Lewis la?)

M-4

Mbuur	Fii du Mbuur de!	This is not M'Bour at all.
Ndar	Fii du Ndar de!	
Tëngéédy	Fii du Tëngéédy de!	
[ ]	Fii du [ ] de!	

C-6

T:	(Pointing to a map of Senegal) Fii [Mbuur] la?	
S:	Fii du [Mbuur] de, [Tëngéédy] la.	
T:	Ma defe ne [Mbuur] la.	I thought it was M'Bour.

M-5

siis	Lii du siis de!	chair	This is not chair at all!
baŋ	Lii du baŋ de!	bench	
	Etc.		

C-7

T:	Lii [siis] la?	
S:	Lii du [siis] de, [baŋ] la.	
T:	Wax nga dëgg.	You said the truth.

M-6

Kii du Cindy?	Isn't this Cindy?
------ [ ]?	---------- [ ]?
Fii du Mbuur?	Isn't this M'Bour?
------ [ ]?	---------- [ ]?
Lii du siis?	Isn't this a chair?
------ [ ]?	---------- [ ]?

C-8

Repeat C-5, C-6, and C-7, using the questions from M-6.

E-1

Wax nga dëgg (You said the truth) is a comment that can be used widely by both yourself and the students. Teach it with the following exercise and encourage it's use whenever appropriate.

Teacher	Response
Lii du siis de, baŋ la.	Wax nga dëgg.
Lii du suukër de, xorom la.	------------.
Lii du kàfe de, dute la.	------------.
------ [ ] --, [ ] --.	------------.

TO THE STUDENT:

Dyotali (C-1) is more polite than dyox (Lesson 14):

Dyotali ma suukër si.	Pass me the sugar.
Dyox ma suukër si.	Give me the sugar.

Lesson 19 Which part of America do you come from?

M-1

Introduce M-1 by making the following statements of fact about yourself and the students (using real names in place of those given here).

Man, [Ibba] laa tudd.
Yow, [Ken] nga tudd.
Moom, [Cindy] la tudd.
Man, [Ibba] laa tudd, [Dyóób] laa sant.
Yow, [Ken] nga tudd, [Cook] nga sant.
Moom, [Cindy] la tudd, [Young] la sant.

Ken	Ken laa tudd.	I'm called Ken.
Cindy	Cindy laa tudd.	I'm called Cindy.
[ ]	[ ] laa tudd.	I'm called [ ].

C-1

T: Naka nga tudd?
S: [Ken] laa tudd.
Or: [Ken].

Ask the following questions also, as a way of distinguishing between sant and tudd:

Naka nga sant?
[Ken] nga tudd?
[Ken] nga sant?
[Cook] nga sant?
[Cook] nga tudd?

C-2

A: [Ken] nga sant?
B: Déédét, [Ken] laa tudd, sant [Cook].

M-2

Introduce M-2 with the following statements:

[Ibba] laa tudd.

[Ibba Dyóób] laa tudd.

[Dyóób] laa sant.

Ken Cook	Ken Cook laa tudd.	My name is Ken Cook.
Cindy Young	Cindy Young laa tudd.	My name is Cindy Young.
[ ]	[ ] laa tudd.	My name is [ ].

C-3

A: Naka nga tudd?

B: [Ken Cook] laa tudd.

Or: Man, [Ken Cook].

M-3

Present only those sentences which are appropriate to the particular situation your students are currently in.

Use the following substitutions for seen direktëër (your-pl director):

seen dyàngalekat
seen xarit
seen dëkkëndóó
seen gan
seen surga
seen borom-kër
seen mbindaan

Ken, sa [direktëër], [Dick Dunn] la tudd.

Ken ag Tom, seen [direktëër], [Dick Dunn] la tudd.

C-4

T: [Seen] [direktëër], naka la tudd?

S: [Dick Dunn] la tudd.

M-4

Ken, amerikeny la?	Waaw, amerikeny la.
[ ], ------ -----?	----, -----------.
Anta, wolof la?	Waaw, wolof la.
[ ], --------?	----, -----------.

* * * *

Yow, amerikeny nga?	Waaw, amerikeny laa.
---, [ ] ----?	----, [ ] ---?

* * * *

Yow, angale nga?	Déédét, du ma angale.

C-5

T: [Yow], [amerikeny] [nga]?

S: Waaw, [amerikeny] [laa].

Or: Déédét, [du ma] [amerikeny].

C-6

T:	Xanaa [Boston] nga dyógé?	You come from [Boston], right?
S:	Déédét! [Atlanta] laa dyógé.	No! I come from [Atlanta].

C-7

T:	Fan nga dyógé?	Where do you come from?
S:	Amerik laa dyógé.	
T:	Ban pakk-u Amerik?	Which part of America?
S:	[Texas].	
T:	Fan tyi [Texas] nga dëkk?	Where in [Texas] do you live?
S:	[Dallas].	

M-5

Amerik	Ban pakk-u Amerik nga dyógé?	Which part of America do you come from?
Senegaal	Ban pakk-u Senegaal nga dyógé?	Which part of Senegal do you come from?
Tugël	Ban pakk-u Tugël nga dyógé?	Which part of France do you come from?

C-8

A: Ban pakk-u Amerik nga dyógé?

B: [Texas].

M-6

Texas	Fan tyi Texas nga dëkk?	Where in Texas do you live?
Montana	Fan tyi Montana nga dëkk?	Where in Montana do you live?
Oklahoma	Fan tyi Oklahoma nga dëkk?	Where in Oklahoma do you live?

C-9

A: Fan tyi [Texas] nga dëkk?

B: [Dallas].

C-10

Repeat C-2, having the students take both parts.

M-7

1. Have students mimic the sentences in the first group; give them the translation for the first two sentences.
2. Have students mimic the sentences in the second group.
3. Give a sentence from group one, having the students respond with the appropriate sentence from group two.
4. The above steps should be done rapidly. The main aim of M-7 is to teach students to say and understand Xanaa da nga fa xam?

Teacher	Response	
Xanaa da nga xam Texas?	Xanaa da nga fa xam?	Is it because you know that place (lit: there)?
Xanaa da nga dem Texas?	Xanaa da nga fa dem?	Is it because you have gone there?
Xanaa da nga dyógé Texas?	Xanaa da nga fa dyógé?	
Xanaa da nga dëkk Texas?	Xanaa da nga fa dëkk?	

C-11

T: Ban pakk-u Amerik nga dëkk?

S: [Texas].

T: Fan tyi Texas nga dëkk?

S: Xanaa da nga fa xam?

T: Déédét, sob rek. No, just being nosy.

S: [Dallas] laa dëkk.

Handout - 1

Note how I'm, you're, and he's (she's), are signalled in Wolof:

Amerikeny laa.	I'm an American.
Amerikeny nga.	You're an American.
Amerikeny la.	He's an American.

Listen to the following and write laa (I'm), nga (you're), and la (he's, she's) in the blanks.

	Fold here	
1. Amerikeny _____.		1. Amerikeny laa.
2. Wolof _____.		2. Wolof laa.
3. Wolof _____.		3. Wolof la.
4. Amerikeny _____.		4. Amerikeny nga.
5. Wolof _____?		5. Wolof nga?
6. Amerikeny _____.		6. Amerikeny la.
7. Tubaab _____? (European/Frenchman)		7. Tubaab la?
8. Purtugees _____.		8. Purtugees la.
9. Angale _____?		9. Angale nga?
10. Dyàngalekat _____.		10. Dyàngalekat laa.

Continue to write laa, nga, and la; indicate also whether the sentence is a question or a statement (by circling the appropriate pronunciation mark.)

	Fold here	
11. --------- _______ ? . (Asiatic)		11. Sinwaa la?
12. --------- _______ ? (European/Frenchmán)		12. Tubaab nga?
13. --------- _______ ? (Serer)		13. Sééréér la.
14. --------- _______ ? . (pagan)		14. Yééféér la.

15. --------- ________ $\overset{?}{.}$
(Christian)

16. --------- ________ $\overset{?}{.}$
(Muslim)

17. --------- ________ $\overset{?}{.}$

18. --------- ________ $\overset{?}{.}$

19. --------- ________ $\overset{?}{.}$

20. --------- ________ $\overset{?}{.}$

Fold here

15. Kàtolik laa.

16. Dyullit nga.

17. Wolof laa?

18. Dyullit nga?

19. Yééféér la?

20. Sééréér la.

Handout - 2

Your teacher will ask you a series of questions of the sort that Wolofs will frequently ask you as you begin to interact with them. Complete each answer as it best fits you.

1. T: -----------------?
   S: __________ laa sant.
2. T: -----------------?
   S: __________ laa tudd.
3. T: -----------------?
   S: __________ laa dyógé.
4. T: -----------------?
   S: __________ laa dyógé.
5. T: -----------------?
   S: __________ laa dëkk.
6. T: -----------------?
   S: __________ la sant.
7. T: -----------------?
   S: __________ la tudd.
8. T: -----------------?
   S: __________ la dyógé.
9. T: -----------------?
   S: __________ la dëkk.
10. T: -----------------?
    S: __________ laa ____.
11. T: -----------------?
    S: __________ laa ____.
12. T: -----------------?
    S: Waaw ____ amerikeny ____.
    Déédét, __________.

Fold here

1. Naka nga sant?
   (Family name) laa sant.
2. Naka nga tudd?
   (First/full name) laa tudd.
3. Fan nga dyógé?
   (Town/state/country) laa dyógé.
4. Ban pakk-u Amerik nga dyógé?
   (State/region) laa dyógé.
5. Fan nga dëkk?
   (Town/building) laa dëkk.
6. Sa dyàngalekat, naka la sant?
   (Family name) la sant.
7. Sa direktëër, naka la tudd?
   (Full name) la tudd.
8. Sa dyàngalekat, fan la dyógé?
   Senegaal la dyógé.
9. Sa direktëër, fan la dëkk?
   (Town/building) la dëkk.
10. Naka nga sant?
    (Family name) laa sant.
11. Naka nga tudd?
    (First/full name) laa tudd.
12. Amerikeny nga?
    Waaw, amerikeny laa.
    Déédét, du ma amerikeny.

Lesson 20 It's on the table.

M-1

Use a large cardboard box for M-1 and C-1. Review from Lesson 14:

Ana [kaas bi]?

Mungi tyi [boyet bi].

Present C-1.

Mungi tyi kow boyet bi.	It is on the box.
Mungi tyi suuf-u boyet bi.	It is under the box.

C-1

T: Ana [kaas bi]?

S: Mungi tyi [kow] boyet bi.

M-2

Standing at the side of the box (used above), present C-2, then teach M-2 by mimicry.

Mungi tyi kanam-u boyet bi.	It is on this side of the box.
Mungi tyi ginnaaw boyet bi.	It is on that side of the box.

C-2

T: Ana [kaas bi]?

S: Mungi tyi [kanam-u] boyet bi.

C-3

Combine C-1 and C-2.

C-4

Repeat C-1 and C-2, placing various objects (the Wolof names of which have already been learned by the students) in various positions with respect to a table or chair.

C-5

Repeat C-4, using the short form:

Ana [kaas bi]?

Tyi [kow] taabul bi.

C-6

Repeat M-2 and C-2, adding

Mungi tyi wet-u boyet bi (It is at the side of the box).

C-7

Ask students for one of the following items (dyotali ma...):

paaka bi (knife)
kaas bi (cup)
aset bi (plate)
furset bi (fork)
galaas gi (glass)
palaat bi (platter)

Then complete the conversation as in C-1 or C-2.

Students may not know the meaning of some of the items you are asking for. If so, teach them to use ana mu? (where is it) as an indirect way of finding out the meaning of an unknown noun:

Dyotali ma [galaas gi].	
Ana mu?	Where is it?
Tyi [wet-u butéél bi].	
Lii?	This?
Waaw, loolu.	

M-3

suma poos	Mungi tyi suma poos.	my pocket	It is in my pocket.
sa poos	Mungi tyi sa poos.	your pocket	It is in your pocket.
poos-u Ken	Mungi tyi poos-u Ken.	Ken's pocket	It is in Ken's pocket.

C-8

Collect a small personal object from each student, such as lam (bracelet), montar (watch), dyaro (ring), almet (box of matches), kareyô (pencil). Give each student one of these objects (not his own), and ask him to put it into his pocket (or saag in the case of women).

A: Ana [sa] [almet]?

B: Mungi tyi [poos-u Ken].

Or: Tyi [poos-u Ken].

Or: Tyi [saag-u Lisa].

Lesson 21 Dialog. Where are you from?

"Dyàllo" is a borom taabul (street vendor) who has seen Cindy several times before. He wants to satisfy his curiosity and find out who she is.

Cindy:	Dyàllo, dyaay ma almet.	Diallo, sell me some matches.
Dyàllo:	Benn boyet?	One box?
Cindy:	Waaw.	Yes.
Dyàllo:	Waaw [suma dyigéén], na nga tudd?	Tell me [ma'am], what's your name?
Cindy:	Man, [Cindy Young] laa tudd.	My name is [Cindy Young].
Dyàllo:	Xanaa Tugël nga dyógé?	You're from France, right?
Cindy:	Déédét! Amerik laa dyógé.	Oh, no! I am from America.
Dyàllo:	Ban pakk-u Amerik?	What part of America?
Cindy:	[Massachusetts].	[Massachusetts].
Dyàllo:	Fan tyi [Massachusetts] nga dëkk?	Where do you live in [Massachusetts]?
Cindy:	Xanaa da nga fa xam?	Why, have you been there (know it)?
Dyàllo:	Déédét, sob rek.	No, I am just being curious.
Cindy:	[Boston] laa dëkk.	I live in [Boston].
Dyàllo:	Am sa wettyit angi.	Here is your change.
Cindy:	Màngi dem. Ba beneen.	I am going. (Good-bye) until the next time.
Dyàllo:	Waaw kany.	Okay, sure.

TO THE STUDENT:

"Diallo" is the name given to all street vendors (borom-taabul) and charcoal sellers (borom-keriny) who have Fulani (an ethnic group known in Senegal as the Peul) features. This is a very common name among the Fulani, and many of the petty vendors are of Fulani origin. While it is common to address such a vendor with this name, it is somewhat less than polite since it is not the man's real name.

Note how Diallo asks Cindy where she is from:

Xanaa Tugël nga dyógé?	You're from France, right?

This is typically Wolof; rather than ask directly (Fan nga dyógé? Where do you come from?), one inquires somewhat indirectly by guessing where a person may be from and asking a yes/no question.

TO THE TEACHER:

Use the same procedures for teaching the part of Cindy in this dialog as were used in Lesson 13. (Take the part of Diallo yourself. If you feel that it would be useful for students to play the part of the vendor also, do this as a review after Lesson 23.) Be sure to demonstrate, explain, or translate the meaning of those sentences which are new to the students. Because of the length of this dialog, it may be helpful to practice it in two or three sections.

Lesson 22 Open it.

M-1

Demonstrate the following:

Màngi ubbi [bunt bi].	I'm opening the door.
Màngi tëdy [bunt bi].	I'm closing the door.

Also use palanteer bi (the window), and tééré bi (the book) in the above.

C-1

T: [Ken] [ubbil] [bunt bi].

S: (Performs the request).

M-2

Demonstrate the following:

Màngi xool [bunt bi].	I'm looking at the door.
Màngi dem tyi [bunt bi].	I'm going to the door.
Màngi laal [bunt bi].	I'm touching the door.

Also use palanteer bi, taabul bi, tééré bi, etc.

C-2

T: [Ken], xoolal [bunt bi].

S: (Looks at [the door]).

T: Laalal [bunt bi].

S: (Touches [the door]).

M-3

xool	Xoolal bunt bi.	look at	Look at the door.
laal	Laalal bunt bi.	touch	
ubbi	Ubbil bunt bi.	open	
tëdy	Tëdyël bunt bi.		

C-3

T: [Ken], waxal [Tom] mu [ubbi] [bunt bi].	[Ken], tell [Tom] to open the door.

[Ken]: (to [Tom]) [Ubbil] [bunt bi].

[Tom]: (Performs the action).

M-4

Demonstrate the following:

Màngi taal làmp bi.	I'm turning on the light.
Màngi fey làmp bi.	I'm turning off the light.

taal	Taalal làmp bi.	turn on, light	Turn on the light.
fey	Feyal làmp bi.	turn off, put out	

C-4

T: [Ken] waxal [Tom] mu [taal] làmp bi.

[Ken]: (to [Tom]) [Taalal] làmp bi.

[Tom]: (Performs the action).

After a brief practice with the verbs taal and fey, have students also use the sentences of M-3.

C-5

T: [Ubbil] [bunt bi].

S: (Performs the request).

T: [Tëdy] ko. Close it.

S: (Performs the request).

M-5

Present the following by doing C-5, taking the "T" part yourself.

Teacher	Response
Ubbil bunt bi.	Ubbi ko.
Tëdyël bunt bi.	Tëdy ko.
Xoolal bunt bi.	Xool ko.
Laalal bunt bi.	Laal ko.
* * *	*
Taalal làmp bi.	Taal ko.
Feyal làmp bi.	Fey ko.

C-6

Repeat C-5, having students take both parts.

C-7

Give each student an object, such as butéél, boyet, kaas, saag, almet, lam, montar, saying:

[Butéél] angi.

Stand at a distance from the students so that the meaning of indi, "bring", will be clearly established.

T:	Ana [butéél bi]?	
S:	Mungi.	Here it is.
	Or: Mungi nii.	
T:	Indi ko. (Makes a gesture to indicate that student should bring object to him).	Bring it.
S:	Am.	Take it.

Lesson 23 Shopping. Hey Naar, sell me a package of sugar.

M-1

singëm	Naar bi, dyaay ma singëm.	chewing gum	Hey Naar, sell me some gum.
sigaret	----------------- sigaret.	cigarette	
suukër	----------------- suukër.	sugar	

M-2

paket	Benn paket?	pack, package	One pack.
butéél	---- butéél?	bottle	
boyet	---- boyet?	box	
pot	---- pot?	can	

C-1

LL: Naar bi, dyaay ma [sigaret].

Naar: Benn paket?

LL: Waaw.

M-3

meew	Naar bi, dyaay ma meew.	milk	Hey Naar, sell me some milk.
sardin	----------------- sardin.	sardines	
liminaat	----------------- liminaat.	lemon soda	
koka-kola	----------------- koka-kola.		

C-2

LL: Naar bi, dyaay ma [meew].

Naar: Benn [pot]?

LL: Waaw.

M-4

boyet-u almet	Dyaay ma boyet-u almet.	box of matches	Sell me a box of matches.
paket-u suukër	-------- paket-u suukër.	package of sugar	
pot-u meew	-------- pot-u meew.	can of milk	
butéél-u liminaat	-------- butéél-u liminaat.	bottle of lemon soda	

C-3

LL: Naar bi, dyaay ma [boyet-u almet].	
Naar: Am.	Here.
Or: Dyeex na.	They're all gone. (lit.: It's finished.)

M-5

saag	Ana suma saag?	purse	Where is my purse?
kaas	-------- kaas?	cup	
siis	-------- siis?	chair	
bool	-------- bool?	bowl	

M-6

saag	Sa saag angi.	Here is your purse.
kaas	Sa kaas angi.	
siis	Sa siis angi.	
bool	Sa bool angi.	

C-4

A: Ana suma [saag]?	
B: Sa [saag] angi.	
Or: Mungi.	Here it is.

M-7

wettyit	Sa wettyit angi.	change	Here is your change.
lunet	Sa lunet angi.	glasses	
simis	Sa simis angi.	shirt	
gàrab	Sa gàrab angi.	medicine; tree	

C-5

Repeat C-4 using the words in M-7. Then teach nekku fi (it's not here) as an optional, negative response to the question.

C-6

LL: Dyaay ma [meew].

Naar: Benn [pot]?

LL: Waaw. (Gives money.)

Naar: Am sa wettyit angi.

LL: Dyërëdyëf.

E-1

Use the objects from M-6 and M-7 for practicing the following. (Do not use any nouns which end in a vowel, since the combination of such a vowel and angi produces forms which will be taught later.)

Teacher	Response
Won ma sa simis.	Suma simis angi.
--- ----- [ ].	---------- [ ].

TO THE STUDENT:

In earlier lessons the presentative angi has occurred in combination with subject pronouns:

màngi	I'm here
mungi	he (she, it)'s here
nyungi	they're here

Yet to be introduced and used is angi with 2nd person subject pronouns & the 1st person plural.

yàngi	you're here
yeen angi	you (pl)'re here
nyungi	we're here

In this lesson the presentative is used with noun subjects:

Sa saag angi.	Here is your purse.
Sa wettyit angi.	Here is your change.

The presentative occurs here in its full form: angi. Later the presentative will be used in a reduced or modified form after nouns ending in a vowel:

welo 'ngi	a bicycle
safarà 'ngi	a fire

TO THE STUDENT:

The long range goal of this course is to make it possible for you to live, work, and interact socially with Wolofs, on Wolof terms. This means speaking Wolof at the level required by your work and at a level sufficient to allow for significant social interaction with your Wolof friends and neighbors. It also means understanding the way the Wolof look at their immediate world and the way they deal with it.

The day-by-day goal of this course is to provide you with language skills which will enable you to go out immediately and have some - even if limited - interaction with Senegalese by means of Wolof. While all the C-phases constitute conversational fragments which can be used away from class to a greater or lesser extent, certain of them, such as C-1, are labelled as "W" (Wolof) or "LL" (language learner) to indicate that these are especially applicable to your developing role as a language learner living in a Wolof society. Whatever your present or future job assignment may be, your basic role at the present while studying Wolof should be that of the "learning stranger." By definition you start as an outsider to Wolof life, and will remain so for a long time. But very early you can establish an important modification of this role: a stranger who is learning. Frequently even rudimentary efforts in this direction will lead to experiences where you are treated as if you are no longer an outsider.

However valuable it may be from a pedagogical standpoint to apply out of class what you have learned in class, it is even more important to use Wolof outside of class so as to establish your role as a dedicated learner and a friendly, understanding stranger.

* * * *

The term naar is applied to any person who is recognizably of Arabo-Berber extraction. Since most naar in Senegal are Mauritanians, the word will generally be used and understood in that sense unless otherwise modified by some geographic reference, e.g., naar-u Faas (Moroccan; lit: naar of Fez), naar-u Beyruut (Lebanese). The naar-u G̀annaar (Mauritanian) has a very important role in Wolof life, since he operates the small neighborhood store which carries the foodstuffs and other supplies which would be considered as basic to the average Wolof household.

TO THE TEACHER:

In C-1 "LL" stands for "language learner." In subsequent lessons "W" (Wolof) will also be used. In terms of classroom activity, C-phases with "W" and "LL" should be handled the same as C-phases with "T" (teacher) and "S" (student); that is, the teacher takes the part of "W" while a student takes the part of "LL". The difference is that C-phases with "W" and "LL" are especially oriented to possible out-of-class interaction between a Wolof and a language learner. While C-phases with "T" and "S" usually also have a potential usefulness for such interaction, their immediate usefulness tends to be more limited to teacher-student interaction in and around the classroom.

Lesson 24 What are you doing?

M-1

ubbi	Mângi ubbi bunt bi.	open	I'm opening the door.
tëdy	----- tëdy -------.	close	
laal	----- laal -------.	touch	

* * * *

taal	Mângi taal làmp bi.	turn on	I'm turning
fey	----- fey -------.	turn off	

C-1

T: [Ken], [ubbil] [bunt bi].

S: (While performing the request) Mângi [ubbi] [bunt bi].

C-2

Present the following in preparation for C-2:

T: Lan laa-y def? (While opening the door.)

Mângi [ubbi] [bunt bi].

T: [Ken], [ubbil] [bunt bi].

(As he performs the action) Lan nga-y def?

S: Mângi [ubbi] [bunt bi].

M-2

nga-y	Lan nga-y def?	What are you doing?
la-y	Lan la-y def?	What is he doing?

C-3

T: [Ken], ubbil bunt bi.

[Tom], laadyal [Ken] lan la-y def.

[Tom]: (To Ken) Lan nga-y def?

[Ken]: Mângi [ubbi] [bunt bi].

C-4

Suggested actions for the following:

ubbi [palanteer bi]
tëdy [tééré bi]
taal [sigaret bi]
dox
naan [kafe]
teg [kaas bi] tyi [kow] [taabul bi]
duggël [kaas bi] tyi boyet bi
for [kaas bi]
xool [Cindy]
bind

T:	(Performs an action)	
S:	Lan nga-y def?	
T:	Màngi [bind].	
S:	Yàngi lan?	What are you doing?
T:	Màngi [bind].	
S:	Yàngi [bind]?	Are you writing?
T:	Waaw.	

C-5

Tell a student to perform an action (one of those the class knows well), and then ask a second one to identify the action.

T: [Ken], [ubbil bunt bi].
(To the class) Lan la-y def? (pointing at Ken)
S: Mungi [ubbi bunt bi].

After the above has been practiced with several different actions, add the following comment:

T:	Âhââ. Walla: [Ken] angi [ubbi bunt bi].	Okay. Or: Ken is opening the door.

C-6

Review the names of objects introduced in earlier lessons as follows:

T: [Ken], laadyal [Tom] lii lan la.

[Tom]: (To Ken) Lii lan la.

[Ken]: Lii [taabul] la.

TO THE TEACHER:

In careful speech màngi-y may be used instead of màngi:

Casual Speech	Careful Speech
Màngi ubbi bunt bi.	Màngi-y ubbi bunt bi.

Although the "careful speech" form (màngi-y) would be appropriate in the classroom, note that this lesson (and succeeding ones) call for only the "casual speech" form.

TO THE STUDENT:

When repeating a sentence after the teacher, there is a tendency for students, when they lack confidence, to superimpose the English intonation which says, in effect: "Am I saying this correctly?". Placing such an English intonation over a Wolof sentence serves no useful purpose, so use the intonation (the up and down variations of pitch) which your Wolof teacher uses.

Lesson 25 Greetings: Peace!

M-1

Dyàmm rek. Peace only.

C-1

Translate the following into English and explain that it is a form of greeting. Have each of the students respond to your greeting at least twice.

T: Dyàmm ngaam? (lit.: Do you have peace?)

S: Dyàmm rek.

C-2

T: Salaam màléékum.

S: Màléékum salaam.

T: Dyàmm ngaam.

S: Dyàmm rek.

T: Naka waa kër ga?

S: Nyungi fi rek.

M-2

Dyàmm ag dyàmm. Peace be with you (lit.: peace and peace).

C-3

S: Màngi dem waay.

T: Fanaanal ag dyàmm.

Or: Yendul ag dyàmm.

S: Dyàmm ag dyàmm.

C-4

S: Màngi dem waay.

T: Waaw keny. Nuyyul ma waa kër ga.

S: Di na nyu ko dégg.

T: Fanaanal ag dyàmm.

S: Dyàmm ag dyàmm.

M-3

fanaane	Naka nga fanaane?	pass the night	How did you sleep?
yendoo	Naka nga yendoo?	pass the day	How did the day go?

C-5

A: Naka nga [fanaane]?
B: Dyàmm rek.

C-6

A: [Cook].
B: [Young].
A: Dyàmm ngaam?
B: Dyàmm rek.
A: Naka nga [fanaane]?
B: Dyàmm rek.

TO THE STUDENT:

While dyàmm ngaam may be used quite widely, naka nga fanaane is more likely to be used with close acquaintances and neighbors; it expresses a greater degree of concern than dyàmm ngaam.

TO THE TEACHER:

At every opportunity outside of class ask your students dyàmm ngaam? and naka fanaane/yendoo? Later, after students have learned to respond freely to these questions, you can teach them the following variation:

Dyàmm nga fanaane/yendoo?	Did you spend the day/night in peace?
Dyàmm rek.	

Lesson 26 I'm eating

M-1

Present M-1 as follows (with the necessary props):

T: Lan laa-y def? (while performing the action) — Màngi lekk.

Màngi naan.

lekk	Màngi lekk.	eat	I'm eating.
naan	Màngi naan.	drink	I'm drinking.

* * * *

tyeeb	Màngi lekk tyeeb.	rice	I'm eating rice.
mburu	Màngi lekk mburu.	bread	I'm eating bread.

* * * *

kafe	Màngi naan kafe.	coffee	I'm drinking coffee.
meew	Màngi naan meew.	milk	I'm drinking milk.

C-1

S: Lan nga-y def?

T: Màngi [lekk].

C-2

T: Yàngi [lekk]?

S: Waaw, màngi [lekk].

C-3

T: Lan nga-y def?

S: Màngi [lekk].

If some student appears to have forgotten the response he should make, teach him to say:

Wóóratu ma. I'm not certain anymore.

M-2

Follow the same procedures as in M-1.

bind	Mângi bind.	write	I'm writing.
dyàng	Mângi dyàng.	read/study	I'm reading, studying.

C-4

T: Lan nga-y def?

S: Mângi [bind].

C-5

T: Lan la-y def?

S: Mungi [bind].

C-6

Perform the following actions and have students ask what you are doing: penye (comb), fetty (dance), woy (sing), nyandu (blow the nose)

T: Xool leen ma. (Performs an action)

S: Lan nga-y def?

T: Mângi [penye].

C-7

Give the following English words to four students (one per student), asking them to obtain the Wolof equivalent: clap (tattyu), whistle (wëliis), scratch one's self (wokkatu), and stretch one's self (fuddu).

S: Lan laa-y def? (Performs an action)

T: Yângi [tattyu].

C-8

Ask the students to perform some of the actions introduced above.

T: (To S_1): [Bindal]!

S_1: (Performs an action)

S_2: Lan la-y def?

T: Mungi [bind].

C-9

Use the vocabulary from Lesson 20 for the following:

T:	[Ken], tegal [kaas bi] tyi [kow] [boyet bi].	[Ken], put the [cup] on [the box].
S:	(Starts to perform that request).	
T:	Xaaral! Lan nga-y def?	Wait! What are you doing?
S:	Mângi teg [kaas bi] tyi [kow] [boyet bi].	

C-10

Repeat C-9 using dyël (take, take from) in place of teg.

C-11

Ask students to learn the Wolof equivalents for at least three of the following words outside of class by using the question in C-7 (Lan laa-y def?): yawn, wink, blink, close the eyes, cough, spit, smile, grimace, laugh, brush one's teeth, and put the hands on the hips.

In a subsequent class period have them report back as follows:

S: (Performs an action)
T: Lan nga-y def?
S: Mângi [bobbali].

TO THE STUDENT:

When you have an opportunity to observe Wolof women clapping (tattyu) at a dance, note how the fingers are positioned (separated, outstretched), and what kind of sound is achieved (sharp, crisp, high toned).

When talking to someone, be careful about putting your hands on your hips (dyattu); Wolof's do this when they want to challenge someone: ("Just try and start something!").

When you ask the question lan laa-y def?, Wolofs may give you other types of answers besides:

Yângi [tattyu]. (C-7) You're clapping.

If you get differing responses when you are doing the assignment in C-9, concentrate on remembering the verb rather than the full sentence.

Lesson 27 How do you say "meat" in Wolof?

M-1

Use the English equivalents, if the students' knowledge of French is very limited.

"viande"	Naka nga-y waxe "viande" tyi Wolof?	meat	How do you say meat in Wolof?
"lait"	--------------- "lait" ---------?	milk	
"sel"	--------------- "sel" ---------?	salt	
"eau"	--------------- "eau" ---------?	water	

C-1

S: Naka nga-y waxe ["viande"] tyi Wolof?

T: [Yàpp].

S: Naka? How?

T: [Yàpp].

S: (Attempting pronunciation) [Yàpp].

C-2

T: Naka nga-y waxe ["yàpp"] tyi angale?

S: [Meat].

C-3

Obtain several objects for which students do not as yet know the name, such as ping (pin), tyaabi (key), xob (leaf), naanu (pipe), pusa (needle):

S: Lii lan la?

T: [Ping] la.

S: Naka nga-y waxe [ping] tyi tubaab?

T: ["Epingle"].

C-4

S: Lii lan la?

T: ["Lait"].

S: Déét, tyi wolof.

T: Âa. [Meew].

TO THE TEACHER:

The use of English or French words in the questions introduced in this lesson (as a "tool" or an aid to language learning) may suggest to some students that they can use English or French freely in class. If so, remind them to:

Waxal tyi wolof!	Speak in Wolof!
Tontul tyi wolof!	Answer in Wolof!

When it suits, use tontu to instruct a student to answer a particular question:

Ken, tontul lii lan la?	Ken, answer, what is this?

Handout 1

By now you have probably noticed in earlier lessons that the article ("the") following Wolof nouns can take several different forms:

bunt bi	the door
gàrab gi	the tree
dyabar dyi	the wife
meew mi	the milk
suuf si	the sand, ground

Three other forms of the article may also occur:

weny wi	the fly
tyin li	the cooking pot
nit ki	the person

All Wolof nouns (in the singular) can occur with one of these eight article forms.

In this way Wolof nouns are divided into eight classes, known as the b-class, the g-class, the dy-class, etc.

Listen as your instructor gives the following nouns (taken from earlier lessons) with their article. Write bi, gi, dyi, mi, or si in the appropriate blank.

1. bunt _____
2. boyet _____
3. gàrab _____
4. góór _____
5. dyigéén _____
6. dyabar _____
7. mbaxane _____
8. meew _____
9. suuf _____
10. suukër

Fold Under

1. bunt bi
2. boyet bi
3. gàrab gi
4. góór gi
5. dyigéén dyi
6. dyabar dyi
7. mbaxane mi
8. meew mi
9. suuf si
10. suukër si

It would be convenient if every noun would simply alliterate with its article, as those above do; but unfortunately this is not the case. There is, however, a significant tendency to alliterate and this is of considerable help in remembering to which noun class a particular noun belongs.

In addition to alliteration, there are other frequent associations between the initial consonant of a noun and the article that follows:

alliteration	other	article
g-	k-	gi
dy-	ty-	dyi
w-	f-, y-	wi
	ty-, nd-	li

Write the initial consonant (k-, w-, y-, f-, ty-, nd-) and the article (gi, dyi, wi, or li) in the following:

11. ___ewal____ (antelope)
12. ___ër______
13. ___eny_____ (fly)
14. ___oo______ (mosquito)
15. ___as_____ (horse)
16. ___ere____ (cous-cous)
17. ___aa_____ (water pot)
18. ___in_____ (iron pot)
19. ___app____ (meat)
20. __uddu_____ (spoon)

Fold Under

11. kewal gi
12. kër gi
13. weny wi
14. yoo wi
15. fas wi
16. tyere dyi
17. ndaa li
18. tyin li
19. yàpp wi
20. kuddu gi

Handout 2

There are other ways of anticipating the form of the article besides looking at the initial consonant of the noun. For example, the names of plants are frequently in the g-class, while their fruits are in the b-class.

banaana gi	(the banana plant)
banaana bi	(the banana fruit)

The nouns below fall into three different groups (two of them semantic). Can you identify these three groups and formulate three statements which will help you in anticipating the form of the article from the noun? Write in the article you hear in the blank.

1. taabul _____
2. sigaret _____
3. saag _____
4. màrse_______
   (market)
5. yaay _____
   (mother)
6. ràkk _____
   (younger brother/sister)
7. doom _____
   (son, daughter)
8. wolof _____
9. dyàngalekat ____
10. xarit _____
11. tubaab _____
    (Frenchman, white man)
12. pàpp ____
    (father)
13. maam _____
    (grandmother, grandmother)
14. dëkkëndóó _____
    (neighbor)

Fold Under

1. taabul bi
2. sigaret bi
3. saag bi
4. màrse bi
5. yaay dyi
6. ràkk dyi
7. doom dyi
8. wolof bi
9. dyàngalekat bi
10. xarit bi
11. tubaab bi
12. pàpp dyi
13. maam dyi
14. dëkkëndóó bi

15. dyaaykat ____ (vendor)	15. dyaakat bi
16. tanta ____ (aunt)	16. tanta dyi
17. robb ____	17. robb bi
18. post ____ (post office)	18. post bi
19. The article dyi is used with (many of the) nouns naming various __________.	19. (To the teacher: Have students write their answers then check them) ....relatives.
The article bi is used with (many of the) nouns naming various other ____________.	....persons.
The article bi is also used for (most of the) words which are______ from French.	....borrowed

Fold Under

There are still other clues that can be used to anticipate the form of the article for a particular noun (to be presented later). But sometimes for no apparent reason at all, many words are found in the b-class:

tyeeb bi	the rice
xady bi	the dog
reen bi	the root
meeb bi	the bait

This is particularly true of Dakar Wolof, in which many of the nouns that formerly took other articles now take bi. For this, and other reasons, the b-class has more nouns than any other class. (A rule of thumb while learning: when in doubt, use bi.)

Handout 3

While eight different forms of the definite article are used with singular nouns, only one form is normally used for the plural:

bunt yi	the doors
gàrab yi	the trees
weny yi	the flies
xarit yi	the friends

Write yi or one of the singular articles:

1.	bunt ____	1.	bunt yi
2.	xarit ____	2.	xarit yi
3.	weny ____	3.	weny yi
4.	dàll ____ (shoe)	4.	dàll yi
5.	gàrab ____	5.	gàrab gi
6.	dyaaykat ____	6.	dyaaykat bi
7.	kawas ____ (stocking)	7.	kawas yi
8.	tyàrax ____ (sandle)	8.	tyàrax yi
9.	amerikeny ____	9.	amerikeny bi
10.	tééré ____	10.	tééré yi
11.	rakk ____	11.	rakk dyi
12.	gàrab ____	12.	gàrab yi

Fold Under

Write one of the articles (singular or plural) in the blank provided and indicate whether it marks the noun as being singular or plural:

13.	bunt ____	sg, pl	13.	bunt bi	(sg)
14.	gàrab ____	sg, pl	14.	gàrab yi	(pl)
15.	dyaaykat ____	sg, pl	15.	dyaaykat yi	(pl)
16.	gɔ́ɔ́r ____	sg, pl	16.	gɔ́ɔ́r gi	(sg)
17.	kër ____	sg, pl	17.	kër gi	(sg)
18.	rakk ____	sg, pl	18.	rakk yi	(pl)
19.	bunt ____	sg, pl	19.	bunt yi	(pl)
20.	boyet ____	sg, pl	20.	boyet bi	(sg)
21.	weny ____	sg, pl	21.	weny yi	(pl)
22.	xarit ____	sg, pl	22.	xarit yi	(pl)

23.	suuf ____	sg, pl	23.	suuf si	(sg)
24.	meew ____	sg, pl	24.	meew mi	(sg)
25.	tééré ____	sg, pl	25.	tééré yi	(pl)
26.	dyabar ____	sg, pl	26.	dyabar dyi	(sg)
27.	tyin ____	sg, pl	27.	tyin li	(sg)
28.	kuddu ____	sg, pl	28.	kuddu yi	(pl)

Lesson 28 "Simon says..."

M-1

Demonstrate the body parts game.

Tànk,
loxo,
nopp,
bakkan,
baat,
bët,
gémminy.

M-2

Identify your leg, arm, ear, and nose as follows:

Suma tànk angi.	This is my leg.
---- loxo 'ngi.	---------- arm.
---- nopp angi.	---------- ear.
---- bakkan angi.	---------- nose.

C-1

T: Won ma sa [tànk].
S: (Points)

C-2

T: Won ma sa [tànk].
S: (Points)
T: Waxal "[tànk]".
S: "[Tànk]".

M-3

Identify your neck, eye, and mouth as was done in M-2.

C-3

Repeat C-2 with baat, bët, and gémminy.

M-4

Repeat your demonstration of the body parts game (M-1). Then have the students mimic as follows (without the gestures):

Teacher	Response (mimicry)
tànk	tànk
loxo	loxo
nopp	nopp
bakkan	bakkan
bët	bët
gémminy	gémminy

Repeat M-4, pointing to each of the parts instead of saying the word, having the students respond with the proper word. When students are able to name these parts, go on to teach them the body parts game (with the gestures).

C-4

T:	(Pointing to his own leg) Lii lan la?	
S:	Loolu sa [tànk].	That's your [leg].

M-5

The remainder of this lesson is based on the American game of "Simon says". Present the following by performing the actions listed below: standing up, sitting down, looking (with hand above the eyes) and listening (with hand behind the ear).

Sàmba nee na:	Dyóg leen.	Samba says:	stand up (you pl.).
------------:	Toog leen.	----------:	sit down (you pl.).
------------:	Xool leen.	----------:	look (you pl.).
------------:	Déglu leen.	----------:	listen (you pl.).

C-5

When you say Sàmba nee na: [Dyóg] leen, the students should perform the action. If you say [Dyóg] leen (without the Sàmba nee na), students should refrain from carrying out the command; any student who does so is eliminated from the game.

T: Sàmba nee na: [Dyóg] leen.

Ss: (Perform the action requested).

T: [Dyóg] leen.

Ss: (Do not carry out the command).

Pick one of the students to play the part of the leader.

M-6

Present the following along with appropriate actions.

Sàmba nee na:	Dyàng leen.	Samba says:	Read. (you pl)
------------:	Bind leen.	----------:	Write. (you pl)
------------:	Lekk leen.	----------:	Eat. (you pl)
------------:	Naan leen.	----------:	Drink. (you pl)
------------:	Wokkatu leen.	----------:	Scratch yourselves.

C-6

Repeat C-5 using the sentences from M-6.

M-7

Laal leen seen bopp.	Touch your head. (you pl)
-------------- bakkan.	---------- nose.
-------------- tànk.	---------- foot.
-------------- biir.	---------- stomach.

C-7

Repeat C-5 using sentences from M-7.

C-8

Repeat C-5 using sentences from M-5, M-6 and M-7 at random.

E-1

Teacher	Response
Toogal.	Toog leen.
Dyógal.	Dyóg leen.
Xoolal.	Xool leen.
Déglul.	Déglu leen.
Dyàngal.	Dyàng leen.
Bindal.	Bind leen.
Lekkal.	Lekk leen.
Naanal.	Naan leen.
Waxal.	Wax leen.

* *

Laalal taabul bi.	Laal leen taabul bi.
Xoolal palanteer bi.	Xool leen palanteer bi.
Déglul Ibba.	Déglu leen Ibba.
Naanal kafe.	Naan leen kafe.
Dyàngal wolof.	Dyàng leen wolof.
Xoolal bu baax.	Xool leen bu baax.
Yendul ag dyàmm.	Yendu leen ag dyàmm.

Lesson 29 Greetings: How are you all?

C-1

T:	Man, Wolof laa. Yow, amerikeny nga?	
S:	Waaw, amerikeny laa.	
T:	(Pointing to himself and a picture of a Wolof) Nyun, wolof la nyu. Yéén, amerikeny ngéén?	 Us, we're Wolofs. Are you (pl) Americans?
Ss:	Waaw.	

M-1

amerikeny	Nyun, amerikeny la nyu.	Us, we're Americans.
góór	----, góór -----------.	
dyigéén	----, dyigéén --------.	

C-2

T: Yéén, [amerikeny] ngéén?

Ss: Waaw, [amerikeny] la nyu.

C-3

T: Yéén, [wolof] ngéén?

Ss: Déédét, du nyu [wolof].
[Amerikeny] la nyu.

C-4

T: Yéén, lan ngéén?

S: Nyun, [amerikeny] la nyu.

M-2

Amerik	Amerik la nyu dyógé.	We're from America.
[ ]	[ ] ------------.	

* * * *

Leakey Hall	Leakey Hall la nyu dëkk.
Dàkaar	Dàkaar la nyu dëkk.
[ ]	[ ]------------.

C-5

T: Fan ngéén [dyógé]?

Ss: [Amerik] la nyu [dyógé].

Or: Nyun, [Amerik] la nyu [dyógé].

C-6

T: (To two students) Fan ngéén [dyógé] tyi [Amerik]?

S_1: Man, [New York] laa [dyógé].

S_2: Man, [Atlanta] laa [dyógé].

C-7

T: Fan ngéén [dyógé] tyi [Amerik]?

Ss: Man, [New York] laa [dyógé].
Moom, [Atlanta] la [dyógé].

M-3

[Ken] ag [Tom]	[Ken] ag [Tom] la nyu tudd.	We're Ken and Tom.
[Cindy] ag [Lisa]	[Cindy] ag [Lisa] --------.	
[ ] ag [ ].	[ ] ag [ ]---------.	

C-8

T: Na ngéén tudd?

S: [Ken] ag [Tom] la nyu tudd.

C-9

T:	Salaam màléékum.	
Ss:	Màléékum salaam.	
T:	Na ngéén def?	How are you (pl) doing?
Ss:	Nyungi fi rek.	We're fine.

C-10

T:	(To more than one): Salaam màléékum, na ngéén def, waay?	Hello, how do you do?
Ss:	Nyungi fi rek, alhamdulillà.	Fine, thank you.

C-11

T: Dyàmm ngéén am?

Ss: Dyàmm rek.

T: Na ngéén def?

Ss: Nyungi fi rek.

M-4

Teacher	Response	
Na nga def?	Na ngéén def?	How are you (pl)?
Dyàmm ngaam?	Dyàmm ngéén am?	Do you (pl) have peace?
Naka nga fanaane?	Naka ngéén fanaane?	How did you (pl) pass the night?
Fan nga dyógé?	Fan ngéén dyógé?	Where are you (pl) from?

C-12

Repeat C-9 and C-11 having students take parts.

C-13

Repeat C-9 and add the following:

T: Loolu baax na.
Fanaan leen ag dyàmm. That's good.

Ss: Dyàmm ag dyàmm.

C-14

T: Dyàmm ngéén am?

Ss: Dyàmm rek.

T: Na ngéén def?

Ss: Nyungi fi rek.

T: Fan ngéén dyógé?

Ss: Amerik la nyu dyógé.

T: Fan ngéén dyógé tyi Amerik?

Ss: Man, [New York] laa dyógé.
Moom, [Dallas] la dyógé.

T: Loolu baax na. [Fanaan] leen ag dyàmm.

Ss: Dyàmm ag dyàmm.

D-1

Several Wolof children visit a neighbor lady.

Children: Koŋ-koŋ!

Woman: Kooku?

Children: Nyun la, yaay Faatu. — It's us, mother Fatou.

Woman: A! Aksi leen waay.
Xale yi, na ngéén def?

Children: Nyungi fi rek.

Woman: Naka seen waa kër?

Children: Nyunga fa.

E-1

In place of wolof also use angale, sinwaa, purtugees, doktoor, soldaar, and alkaati.

Teacher	Response	
Yow, wolof nga?	Déédét, du ma wolof.	No, I'm not a Wolof.
Yéén, wolof ngéén?	Déédét, du nyu wolof.	No, we're not Wolofs.

Lesson 30 He's sick.

M-1

feebar	Nekku fii. Dafa feebar.	be sick	He's not here. He's sick.
tarde	--------------- tarde.	be late	
bidënti	--------------bidënti.	oversleep	
sonn	--------------sonn.	be tired	

C-1

T: (Noting an absence) Ana [Ken]?

S: Nekku fii. Dafa [tarde].

M-2

Teacher		Response	
Ana Ken?	Ana mu?	Munga néég-ëm.	He's in his room.
-------?	------?	----- biro ba.	------- the (remote) office.
-------?	------?	----- butig ba.	------- the (remote) store.
-------?	------?	----- futbàl ba.	------- the (remote) football field.
-------?	------?	----- wanag ba.	------- the toilet.

C-2

T: Ana [Ken]?

S: Nekku fii. [Dafa tarde].

T: Ana mu?

S: Munga [néég-ëm].

M-3

Teacher			Response
Lu dyot Ken?	Lu ko dyot?	What's the matter with Ken? What's the matter with him?	Dafa feebar.
----------?	----------?		Dafa sonn.
Lu dal Ken?	Lu ko dal?	What happened to Ken? What happened to him?	Dafa bidënti.

C-3

T: Ana Ken?

S: Munga [néég-ëm].

T: Lu ko dyot? What's the matter with him?

Or: Lu ko dal? What happened to him?

S: Dafa [feebar].

C-4

Two other answers to Ana [Ken]? should be learned and used immediately:

Xa'u ma de.	I don't know.
Mungi nyów.	He's coming.

M-4

feebar	Da ma feebar.	I'm sick.
sonn	Da ma sonn.	
bidënti	Da ma bidënti.	

C-5

T: Lu la [dyot]?	What's the matter with you?
[Ken]: Da ma [feebar].	
T: Demal toog. Na nyu dellu ndyàng mi.	Go sit down. Let's return to the lesson.

TO THE STUDENT:

While English has only one set of information type question words, Wolof has two such sets:

English	Wolof	
what	lan	lu
who	kan	ku
where	fan	fu
etc.	etc.	

Numerous examples of the first set (lan, kan, fan) have occurred in the previous lessons. In this lesson lu from the second set is introduced.

Lu dal Ken?	What happened to Ken?

These two sets of information question words are used in different grammatical and situational contexts. The "independent" question words (lan, kan, fan, etc.) have been used thus far almost exclusively in sentences which have the complement in focus:

Lan la?	It is what?
Lan la-y def?	He is doing what?
Kan la?	It is who?
Kan la-y nuyyu?	He is greeting whom?
Fan la?	It is where?
Fan la dyógé?	He comes from where?

While these questions words occur in several different grammatical constructions, they are used most frequently as above, in sentences which have the complement in focus. These information question words are called the *independent* set, because they can occur by themselves as single word questions (in contrast to the *dependent* set, *lu*, *ku*, *fu*, etc., which cannot).

Lan?	What?
Kan?	Who?
Fan?	Where?

The most common way of asking a question about the subject of a question is with the dependent set:

Lu dal Ken?	*What* happened to Ken?
Ku feebar?	*Who* is sick?

Handout - 1

In Wolof the definite article ("the") is expressed by a form occurring after the noun (rather than before, as in English):

simis bi the shirt

Wolof, furthermore, makes a distinction which is not made in English:

simis bi the (proximate) shirt
simis ba the (remote) shirt

Whether a particular object is near at hand (proximate) or remote is more a matter of perspective and viewpoint than of measurable distance. That is, one cannot say that all objects over x distance are ba while those under x distance are bi. Bi indicates that an object is (from the speakers viewpoint) "on stage" while ba indicates that an object is "off stage".

(Bi and ba do not mean this and that; two on-stage objects can be designated as bii, this (very) one, and bale, that (very) one.)

Listen carefully as your instructor reads the following, writing in i or a in the space provided.

1. simis b___
2. taabul b___
3. tééré b___
4. làmp b___
5. Ubbil bunt b___
6. Taalal sigaret b___
7. Tëdy palanteer b___
8. Demal tyi bunt b___
9. Ubbil bunt b___ léégi.
10. Tëdy palanteer b___ tuuti rek.
11. Xoolal làmp b___ bu baax.

Fold Here

1. simis bi
2. taabul ba
3. tééré ba
4. làmp bi
5. Ubbil bunt bi.
6. Taalal sigaret bi.
7. Tëdy palanteer bi.
8. Demal tyi bunt ba.
9. Ubbil bunt bi léégi.
10. Tëdy palanteer ba tuuti rek.
11. Xoolal làmp ba bu baax.

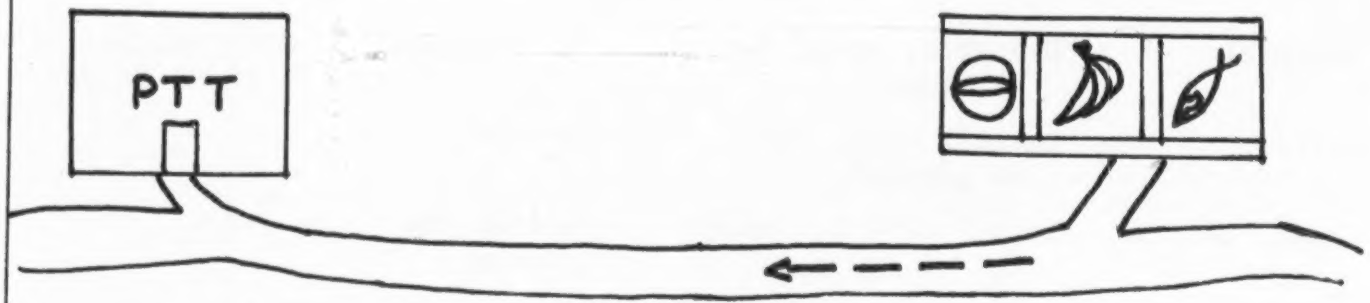
The vowels i and a are also used elsewhere to indicate "on-stage" and "off-stage":

12. Mung___.	--------Fold Here--------	12. Mungi.
13. Mung___.		13. Munga.
14. Mung___ tyi boyet ba.		14. Munga tyi boyet ba.
15. Mung___ f___ di la nuyyu.		15. Munga fa di la nuyyu.
16. Mung___ f___ di sant.		16. Mungi fi di sant.
17. ty___ butéél bi		17. tyi butéél bi
18. ty___ kaas ba		18. tya kaas ba
19. ty___ kow boyet ba		19. tya kow boyet ba
20. ty___ kanam-u kër gi		20. tyi kanam-u kër gi

Lesson 31 Where is the post office?

M-1

Place the following sketch on the blackboard, and demonstrate C-1.



(It may be well to explain your sketch: Lii post bi la, lii màrse bi la).

post bi	Fan la post bi nekk?	post office	Where is the post office?
màrse bi	------ màrse bi ----?	market	
lekool bi	------ lekool bi ----?	school	
dyàkk dyi	------ dyàkk dyi ----?	mosque	

C-1

S: Fan la [post bi] nekk?

Or: Post bi, fan la nekk?

T: Dyubalal, mungi tyi sa kanam.	Go straight on, it's ahead of you.

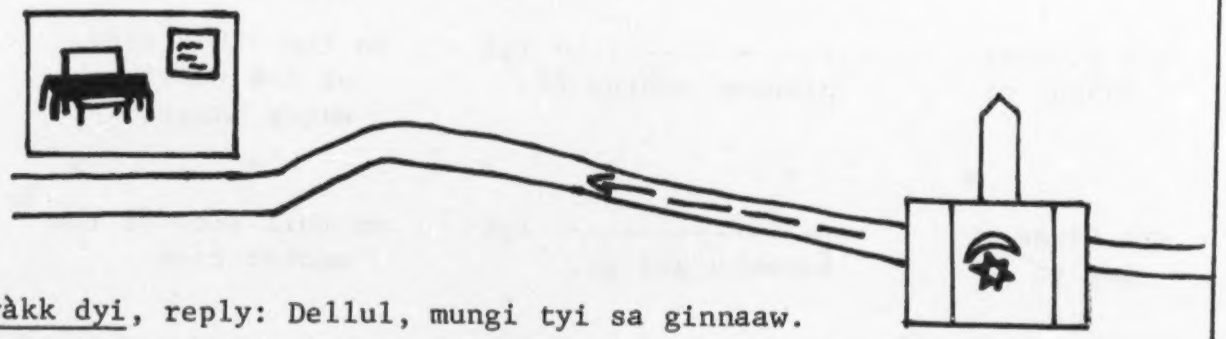
For the location of màrse bi, reply:

Dellul, mungi tyi ginnaaw. Return, it's in back of you.

When someone asks where lekool bi or dyàkk dyi are located, go on to C-2.

C-2

Place the following sketch on the blackboard:



For dyàkk dyi, reply: Dellul, mungi tyi sa ginnaaw.

S: Fan la [lekool bi] nekk?

T: [Toppal tàli bi], mungi tyi sa [kanam]. [Follow the road], it's [ahead of] you.

M-2

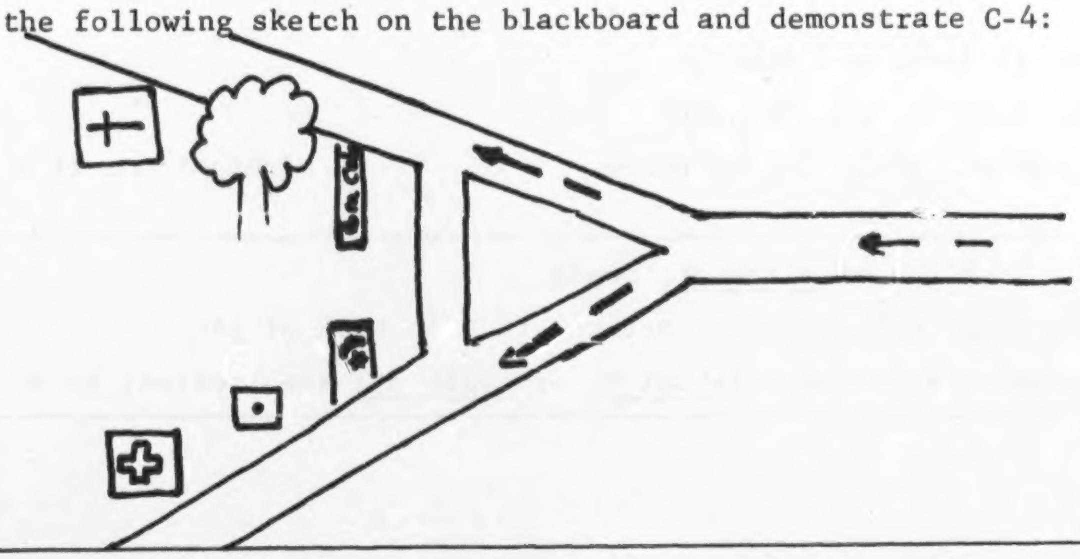
dyubëlël	Dyubëlël, mungi tyi sa kanam.	go straight	Go straight, it's ahead of you.
dellul	Dellul, mungi tyi sa ginnaaw.	return	
toppal tàli bi	Toppal tàli bi, mungi tyi sa kanam.	follow the road	

C-3

Repeat C-1 and C-2, having students take both parts.

M-3

Place the following sketch on the blackboard and demonstrate C-4:



tyi ginnaaw guy gi	Dyaaral nii, mungi tyi ginnaaw guy gi.	on the other side of the baobab tree	Go this way, it's on the other side of the baobab tree
tyi ginnaaw robine bi	------------------ tyi ginnaaw robine bi.	on the other side of the public water faucet	

* * * * * *

tyi kanam-u guy gi	------------------ tyi kanam-u guy gi.	on this side of the baobab tree	Go this way, it's on this side of the baobab tree.
tyi kanam-u robine bi	------------------ tyi kanam-u robine bi.	on this side of the water faucet	

C-4

S:	Fan la [dyàngu bi] nekk?	Where is the [church]?
T:	(pointing) Dyaaral nii, mungi tyi ginnaaw guy gi.	

C-5

Have students mimic the sentences in M-3, and then repeat C-4, with students answering the question.

Also ask for the location of dispanseer bi (the clinic), butig-u naar bi (the Naar's store), and kër-sëriny (the religious teacher/chief's house).

C-6

Have students mimic the sentences in M-3, and then repeat C-4, with students answering the question. Also ask for the location of dispanseer bi (the clinic), butig-u naar bi (the Naar's store), and kër-sëriny (the religious teacher/chief's house).

TO THE TEACHER:

At this point in the student's learning of Wolof he is more likely to be in situations where he needs ti ask for directions. For this reason C-3 and C-5 are optional and may be omitted if desired.

Lesson 32 He's not sick. He overslept.

M-1

feebar	Déédét, feebarul.	be sick	No, he's not sick.
sonn	------, sonnul.	be tired	

* * * *

tarde	------, tardewul.	be late
bidënti	------, bidëntiwul.	have overslept

C-1

T: Ana [Ken]?

S_1: Nekku fi. Dafa [feebar].

S_2: Déédét, [feebarul]. Dafa bidënti.

M-2

Practice M-2 using the names of people in the class.

Teacher	Response	
[Cook] la sant?	Déédét, santul [Cook].	No, he's not named (family) Cook.
[ ] -------?	-------------- [ ].	
[Ken Cook] la tudd?	Déédét, tuddul [Ken Cook].	No, he's not named (full) Ken Cook.
[ ] -------?	-------------- [ ].	

C-2

T: [Cook] la [sant]?

S: Déédét, santul [Cook]. [Libbey] la sant.

Continue by using the pictures of several public figures.

M-3

Ask about the residence or hometown of people in the class.

Teacher	Response	
Ken, Boston la dëkk?	Déédét, dëkkul Boston.	No, he doesn't live in Boston.
---, Dàkaar -------?	------, ------ Dàkaar.	
---, [ ] -------?	------, ------ [ ].	

* * * *

---, Kolobaan la dëkk?	Déédét, dëkkul Kolobaan.	No, he doesn't live in Colobane.
---, Faan -----------?	------, ------ Faan.	
---, [ ] -----------?	------, ------ [ ].	

* * * *

---, Leakey Hall la dëkk?	Déédét, dëkkul Leakey Hall.
---, [ ] -------?	------, ------ [ ].

C-3

T: [Ken Cook] [Boston] la dëkk?

S: Dëkkul [Boston]. [Atlanta] la dëkk.

Handout -1

Follow the usual procedures in using Handout - 1 on page 32-4.

E-1

Have students mimic the following, being especially careful to maintain the difference between laa, nga, and la.

laa	nga	la
[Dyóób] laa sant.	[Cook] nga sant.	[Cook] la sant.
[Ibba Dyóób] laa tudd.	[Ken Cook] nga sant.	[Tim Emmet] la sant.
Senegaal laa dyógé.	Amerik nga dyógé.	Angalteer la dyógé.
Dàkaar la dëkk.	Kees nga dëkk.	Kawlak la dëkk.
Wolof laa.	Amerikeny nga.	Angale la.
Fan laa dyógé?	Fan nga dyógé?	Fan la dyógé?
Naka laa tudd?	Naka nga tudd?	Naka la tudd?
Naka laa def?	Naka nga def?	Naka la def?

C-4

T: [Cook] [nga] [sant]?

S: Waaw, [Cook] [laa] [sant].

T: [Atlanta] [nga] dëkk?

S: Waaw, [Atlanta] [laa] dëkk.

M-4

Teacher	Response	
Cook nga sant?	Santu ma Cook.	I'm not named Cook.
Dyóób -------?	-------- Dyóób.	
[ ] -------?	-------- [ ].	
*	* *	*
Ken Cook nga tudd?	Tuddu ma Ken Cook.	
Ibba Dyóób ------?	-------- Ibba Dyóób.	
[ ] ------?	-------- [ ].	
*	* *	*
Kolobaan nga dëkk?	Dëkku ma Kolobaan.	
Faan ------------?	-------- Faan.	
[ ] ------------?	-------- [ ].	

C-5

T: [Cook] nga [sant]?
S: Déédét, [santu] ma [Cook].
[Libbey] laa [sant].
T: [Kolobaan] nga dëkk?
S: Déédét, dëkku ma [Kolobaan].
[Faan] laa dëkk.

TO THE STUDENT:

Note that "he is not" is usually -ul after consonants, and -wul after vowels, but the final l is omitted before pronouns and certain other words, as in Nekku fi.

Handout - 1

Listen to the following and circle the form used.

1. Ken laa//nga// la tudd.
2. Cindy laa//nga//la tudd.
3. Dyóób laa//nga//la sant.
4. Kees laa//nga//la dëkk.
5. Senegaal laa//nga// la dyógé.
6. Dàkaar laa//nga//la dëkk.
7. Kawlak laa//nga//la dëkk.
8. Wolof laa//nga//la.
9. Fan laa//nga//la dyógé?
10. Naka laa//nga//la def?

Indicate whether the reference is to first (laa), second (nga) or third (la) person singular.

11. I'm you're he's
12. I'm you're he's
13. I'm you're he's
14. I'm you're he's
15. I'm you're he's
16. I'm you're he's
17. I'm you're he's

Write laa, nga, or la in the blanks.

18. Fan ________ dyógé?
19. Na ________ def?
20. Dàkaar ________ dëkk.
21. Cook ________ sant.
22. Kees ________ dëkk?
23. Naka ________ fanaane?

Fold here

1. Ken laa tudd.
2. Cindy nga tudd.
3. Dyóób laa sant.
4. Kees la dëkk.
5. Senegaal laa dyógé.
6. Dàkaar laa dëkk.
7. Kawlak la dëkk.
8. Wolof nga.
9. Fan la dyógé?
10. Naka laa def?
11. Senegaal laa dyógé.
12. Dàkaar la dëkk.
13. Dyóób nga sant.
14. Amerikeny nga.
15. Ibba laa tudd.
16. Wolof laa.
17. Angale la.
18. Fan la dyógé?
19. Na nga def?
20. Dàkaar laa dëkk.
21. Cook laa sant.
22. Kees nga dëkk?
23. Naka nga fanaane?

Handout - 2

Among the several ways in which predication takes place in Wolof, one of the most common is the following:

Amerikeny laa.	I'm an American.
Amerikeny nga.	You're an American.
Amerikeny la.	He's an American.
Amerikeny la nyu.	We're Americans.
Amerikeny ngéén.	You're (pl) Americans.
Amerikeny la nyu.	They're Americans.

Thus far you have practiced and used all of these sentence types except the last. For Dakar Wolof there is no difference in pronunciation between la nyu meaning "we're" and la nyu meaning "they're", although some other dialects of Wolof use la nu instead of la nyu for "we're". How then do speakers of Wolof know whether la nyu means "we're" or "they're"?

1) By the context:

For example, a "you (pl)" question is followed by a "we" answer, and a "they" question is followed by a "they" answer:

Amerikeny ngéén?	Are you (pl) Americans?
Waaw, amerikeny la nyu.	Yes, we're Americans.

* * * * * *

Amerikeny la nyu?	Are they Americans?
Waaw, Amerikeny la nyu.	Yes, they're Americans.

2) By use of the independent pronouns nyun (we) and nyoom (they):

Nyun, amerikeny la nyu.	We, we're Americans.
Nyoom, amerikeny la nyu.	They, they're Americans.

While the distinction is more commonly made by context alone, it is easier to practice with the independent pronouns.

Listen for nyun and nyoom in the following sentences, and mark which you hear.

1.	nyun (we)	nyoom (they)
2.	nyun (we)	nyoom (they)
3.	nyun	nyoom
4.	nyun	nyoom
5.	nyun	nyoom
6.	we	they
7.	we	they
8.	we	they
9.	we	they
10.	we	they

Listen to the following sets of question and answer, determining from the question, whether la nyu means "we're" or "they're."

11. ------ ngéén?
------ (we're/they're)

12. -----------?
------ (we're/they're).

13. ------ la nyu?
------ (we're/they're).

14. ------ la nyu?
------ (we're/they're).

15. Fan ------ dyógé?
--- (we're/they're) ----.

16. Fan -----------?
--- (we're/they're) ----.

17. -----------------?
--- (we're/they're) ----.

18. -----------------?
--- (we're/they're) ----.

19. Naka -----------?
Nyunga (we're/they're) fa.

20. -----------------?
Nyungi (we're/they're) fi rek.

Fold here

1. Nyun, amerikeny la nyu.
2. Nyoom, wolof la nyu.
3. Nyoom, tubaab la nyu.
4. Nyun, wolof la nyu.
5. Nyoom, Senegaal la nyu dyógé.
6. Nyun Amerik la nyu dyógé.
7. Nyun, Dàkaar la nyu dëkk.
8. Nyoom, Dyóób la nyu sant.
9. Nyoom, nyunga fa.
10. Nyun, nyungi fi rek.

11. Amerikeny ngéén?
Waaw, amerikeny la nyu. (we're)

12. Wolof ngéén?
Waaw, wolof la nyu. (we're)

13. Amerikeny la nyu?
Waaw, amerikeny la nyu. (they're)

14. Tubaab la nyu?
Waaw, tubaab la nyu. (they're)

15. Fan ngéén dyógé?
Amerik la nyu dyógé. (we're)

16. Fan la nyu dyógé?
Senegaal la nyu dyógé. (they're)

17. Fan ngéén dëkk?
Dàkaar la nyu dëkk. (we're)

18. Fan la nyu dëkk?
Dàkaar la nyu dëkk. (they're)

19. Naka waa kër ga?
Nyunga fa. (they're)

20. Na ngéén def?
Nyungi fi rek. (we're)

Handout - 3

Wolof has four kinds of personal pronouns:

1) Subject pronouns

Example: Ken ag Tom la nyu tudd.	We're (named) Ken and Tom.

2) Object pronouns

Example: Indi ko.	Bring it.

3) Possessive pronouns

Example: Lii suma simis la.	This is my shirt.

4) Independent pronouns

Example: Man, amerikeny laa.	Me, I'm an American.

The first three groups of pronouns are grammatically linked to verbs or nouns, while the last group, the independent pronouns, is not.

The independent pronouns are used in several ways:

1) Appositionally:

-- for emphasis:

Man, amerikeny laa.	Me, I'm an American.

-- for clarifying an ambiguous dependent pronoun:

Nyun, Senegaal la nyu dyógé.	We, we come from Senegal.
Nyoom, Senegaal la nyu dyógé.	They, they come from Senegal.

-- as a term of address:

Yow, fan nga dyógé?	You, where are you from?

2) By themselves:

Man?	Me?
Yow.	You.

3) Before la, with or without a verb:

Moom la.	It's him.
Moom laa gis.	It's him that I saw.

4) As the object of a preposition:

Kaay lekk ag nyun. — Come eat with us.

5) With nag:

Yow nag? — And you?

The full set of independent pronouns is:

man (I, me)	nyun (we, us)
yow (you)	yéén or yéén (you pl)
moom (he, she, it)	nyoom (they, them)

Listen to the following sentences and write one of the above pronouns in the appropriate blanks.

1. __________ -----------.
2. __________
3. __________
4. __________
5. __________
6. ---------- __________.
7. __________ -----------.
8. __________
9. __________
10. __________
11. __________
12. __________
13. __________
14. __________
15. __________
16. __________
17. __________
18. __________

Fold here

1. Man, amerikeny laa.
2. Moom, wolof la.
3. Yow, fan nga dyógé?
4. Yéén, fan ngéén dyógé?
5. Nyun, amerikeny la nyu.
6. Kaay lekk ag nyun.
7. Nyoom, amerikeny la nyu.
8. Yow nag?
9. Moom la.
10. Nyoom, Dàkaar la nyu dëkk.
11. Nyoom, Senegaal la nyu dyógé?
12. Nyun, nyungi fi rek.
13. Yéén, fan ngéén dyógé?
14. Man, Amerik laa dyógé.
15. Yow, Dàkaar nga dëkk?
16. Waaw, man la.
17. Mungi lekk ag nyoom.
18. Yéén nag.

Lesson 33 Go on until you get there

M-1

màrse bi	Màrse bi sore na fi?	Is the market far?
lekool bi	Lekool bi ---------?	
post bi	Post bi -----------?	
dispanseer	Dispanseer bi -----?	

C-1

A learner needs directions and asks for this information from a stranger going in the opposite direction.

LL:	Ee, [suma dyigéén], [màrse bi] sore na fi?	Oh madam, is the market far from here?
W:	Déédét, fii nga-y dyaar ba egg.	No, from here you go on until you arrive.
LL:	Dyërëdyëf.	
W:	Waaw keny.	

In addition to suma dyigéén, use also góór gi (sir) and saa waay (friend, pal).

C-2

A learner needs directions and approaches a stranger standing by the side of the road.

LL:	[Pàpp], dyàmm ngaam?	
W:	Dyàmm rek, [suma doom].	
LL:	Ana [dispanseer bi]?	
W:	Toppal tàli bi ba egg.	Follow the street until (you) arrive (there).
LL:	Dyërëdyëf.	
W:	Waaw keny.	

M-2

lekool bi	Da ma-y laadyte lekool bi.	I'm asking around for (the location of) the school.
post bi	--------------- post bi.	
[ ]	---------------- [ ].	

C-3

A learner approaches a group of people sitting in front of a house to ask for directions.

LL:	Salaam màléékum.	
Group:	Màléékum salaam.	
LL:	Da ma-y laadyte [lekool bi].	
W:	Dyaaral nii, munga nale tya [kony ba].	Go on this way, it's on the corner.
LL:	Dyërëdyëf.	
W:	Waaw keny.	

C-4

The remainder of this lesson is a partial review of Lesson 29 (C-2, C-3, C-4, C-5, C-8, C-11) and Lesson 32 (Handout -2).

T:	(Pointing to S_1 and S_2) Yeen, [amerikeny] ngéén?	
S_1:	Waaw, [amerikeny] la nyu.	Yes, we're [Americans].
T:	(To S_3) Nyoom, [amerikeny] la nyu?	They, are they [Americans]?
S_3:	Waaw, [amerikeny] la nyu.	Yes, they're [Americans].

C-5

T:	(Pointing to S_1 and S_2) Yeen, [wolof] ngéén?	
S_1:	Déédét, du nyu (wolof]. [Amerikeny] la nyu.	No, we aren't [Wolofs]. We're [Americans].
T:	(To S_3) Nyoom, [wolof] la nyu?	They, are they Wolofs]?
S_2:	Déédét, du nyu [wolof]. [Amerikeny] la nyu.	No, they're not [Wolofs]. They're [Americans].

C-6

T:	(Pointing to Ss) Yeen, lan ngéén?	
S:	[Amerikeny] la nyu.	We're [Americans].
T:	(Pointing to a picture) Nyoom, lan la nyu?	They, what are they?
S:	[Wolof] la nyu?	They're [Wolofs].

C-7

T:	(Pointing to Ss) Fan ngéén dyógé?	
S:	[Amerik] la nyu dyógé.	
T:	Pointing to a picture) Fan la nyu dyógé?	Where do they come from?
S:	[Senegaal] la nyu dyógé.	They come from [Senegal].

C-8

T:	(To S_1 and S_2) Na ngéén tudd?	
S_1:	[Ken] ag [Tom] la nyu tudd.	We're (named) [Ken] and [Tom].
T:	(To S_3) Naka la nyu tudd?	What are they called?
S_3:	[Ken] ag [Tom] la nyu tudd.	They are called [Ken] and [Tom].

C-9

T:	Dyàmm ngéén am?	
Ss:	Dyàmm rek.	
T:	Na ngéén def?	
Ss:	Nyungi fi rek.	We're fine.
T:	[Ken], naka sa waa kër?	[Ken], how is your family?
[Ken]:	Nyungi fi rek, di sant Yàlla.	They are fine, praising God.

TO THE STUDENT:

Note the indirect ways of asking for the location of the market in C-1 and C-3:

Màrse bi sore na fi?	Is the market far from here?
Da ma-y laadyte lekool bi.	I'm asking around for the school.

A person's attention is often called by means of ee plus some term of address (either a person's name or one of the general terms of address) as in C-1:

Ee, suma dyigéén, ...

You may hear ee yow ... (hey you...), but this is regarded as somewhat rude.

If a person is addressed whose name is not known, one of the general terms of address may be used instead:

to a man: goor gi (sir), pàpp ("father"), saa waay (pal, friend)

to a group of men: gaa nyi (guys, friends)

to a woman: suma dyigéén (madaam), yaa dyi ("mother")

to a child: xale bi

to an acquaintance of the same age: suma rakk ("my younger brother/sister")

The above are widely used. There are other such terms of address which are used in somewhat more special and limited circumstances (such as suma doom, "my child" in C-2); these will be introduced in later lessons.

TO THE TEACHER:

Take the part of "W" (Wolof person) yourself, and have students take the part of "LL". Do not ask them to take the part of "W". At this point it is sufficient for them simply to understand the replies given by "W".

Lesson 34 It's his watch

M-1

Teacher	Response	
Lii kawas-u Ken la.	Lii kawas-am la.	This is his stocking.
--- dàll-u -------.	--- dạ̀ll-am ---.	----------- shoe.
--- montar-u -----.	--- montar-am ---.	----------- watch.
--- muswaar-u ----.	--- muswaar-am ---.	----------- handkerchief.

* * * * *

Lii simis-u Ken la.	Lii simis-ëm la.	
--- tubéy-u ------.	--- tubéy-ëm ---.	
--- wóóm-u -------.	--- wóóm-ëm ---.	This is his knee.
--- tuny-u -------.	--- tuny-ëm ---.	----------- lip.
--- bët-u --------.	--- bët-ëm ---.	----------- eye.

C-1

T: Won ma [kawas-u] [Ken].

S: Mungi.

T: Won ma [dall-am].

S: Mungi.

C-2

Repeat C-1, using sa [kawas] and suma [kawas] randomly in addition to [kawas-u] Ken and [kawas]-am. Make certain that each student clearly understands the meaning of the possessive pronouns suma, sa, and -am (ëm).

C-3

T: Lii [kawas-u] [Ken] la?

Or: Lii [sa] [kawas] la?

S: Waaw, [kawas-am] la.

Or: Waaw, [suma] [kawas] la.

Or: Déédét, du [kawas-am].

Or: Déédét, du suma [kawas].

Handout - 1

Follow the usual procedures in using Handout - 1 on page 34-6.

Handout - 2

Follow the usual procedures in using Handout - 2 on page 34-7.

M-2

Introduce the difference between suma simis and suma-y simis by presenting the following. (Do not have the students mimic.)

T: (Pointing) Lii suma bët la.
Yii suma-y bët la nyu.

Lii suma nopp la.
Yii suma-y nopp la nyu.

Lii suma tànk la.
Yii suma-y tànk la nyu.

Lii suma baaraam la.
Yii suma-y baaraam la nyu.

* * * * *

Lii sa bët la.
Yii sa-y bët la nyu.

Lii sa [ ] la.
Yii sa-y [ ] la nyu.

C-4

T: Won ma sa [bët].

Or: Won ma sa-y [bët].

S: Mungi.

Or: Nyungi.

M-3

bët	Suma bët angi.	eye	Here's my eye.
nopp	---- nopp ----.	ear	
tànk	---- tànk ----.	foot, leg	
bakkan	---- bakkan ----.	nose	
baat	---- baat ----.	neck	
bopp	---- bopp ----.	head	

* * * * *

bët	Suma-y bët angi.		Here are my eyes.
nopp	------ nopp ----.		
tànk	------ tànk ----.		
tuny	------ tuny ----.	lip	
bëny	------ bëny ----.	tooth	

C-5

T: Won ma sa [bët].

Or: Won ma sa-y [bët].

S: Suma [bët] angi.

Or: Suma-y [bët] angi.

M-4

Bring to class two or more of each of several personal articles and identify them as follows.

Lii suma simis la.
Yii suma-y simis la nyu.

Lii suma muswaar la.
Yii suma-y muswaar la nyu.

Lii suma sigaret la.
Yii suma-y sigaret la nyu.

Lii suma butôô la. Yii suma-y butôô la nyu.	button

Lii suma [ ] la.
Yii suma-y [ ] la nyu.

M-5

Teacher	Response
Yii suma-y simis la nyu?	Waaw, sa-y simis la nyu.
---------- muswaar ----?	----, ---- muswaar ----.
---------- sigaret ----?	----, ---- sigaret ----.
---------- [ ] ----?	----, ---- [ ] ----.

C-6

T: Yii [simis-i] [Ken] la nyu?

S: Déédét, sa-y [simis] la nyu.

E-1

Teacher	Response
simis	suma-y simis
muswaar	suma-y muswaar
bët	suma-y bët
[ ]	suma-y [ ]

* * * * *

simis	sa-y simis
muswaar	sa-y muswaar
bët	sa-y bët
[ ]	sa-y [ ]

* * * * *

simis	simis-i Ken
muswaar	muswaar-i Ken
bët	bët-i Ken
[ ]	[ ]-i Ken

Handout - 3

Follow the usual procedures in using Handout - 3 on page 34-9.

C-7

As a review of this lesson ask the questions in C-3 and C-5 about a variety of personal articles, getting some negative as well as affirmative answers:

Du suma-y muswaar.
Du sa-y muswaar.
Du muswaar-u Ken.
Du muswaar-i Ken.

C-8

For further practice, have students answer the following questions about objects which you have brought to class:

Lii lan la?	What is this?	(asked about a single object or a group of the same objects)
Yii lan la nyu?	What are these?	(asked about a group of the same objects)
Yii yan la nyu?	What (pl) are these?	(asked about a group of diverse objects)

Handout - 1

Note that the possessive pronouns for the 1st and 2nd person occur before the noun, while the 3rd person singular pronoun occurs after the noun:

suma kaas	my cup
sa kaas	your cup
kaas-am	his cup

Listen as your teacher reads the following sentences and write suma (or sama, if your teacher uses this dialectal variation), sa or -am in the spaces below.

1. ___ kaas ____
2. ___ kaas ____
3. ___ saag ____
4. ___ suukër ____
5. ___ singam ____
6. ___ singam ____
7. ___ poos ____
8. ___ poos ____
9. ___ simis ____
10. Lii ___ kawas ___ la.
11. Lii ___ dall ___ la.
12. Lii ___ saag ___ la.
13. Dyotali ma ___ montar ___!
14. Dyotali ma ___ lam ___!
15. Du ___ lunet ___.
16. Du ___ kareyô ___.
17. Ana ___ muswaar ___?
18. Ana ___ yaay ___?
19. ___ tyàrax ___ la.
20. ___ bos ___ la?

(mine, yours, his)

Fold here

1. kaas-am
2. sa kaas
3. saag-am
4. sa suukër
5. suma singëm
6. singëm-ëm
7. sa poos
8. poos-am
9. suma simis
10. Lii kawas-am la.
11. Lii sa dàll la.
12. Lii suma saag la.
13. Dyotali ma sa montar!
14. Dyotali ma lam-am!
15. Du sa lunet.
16. Du suma kareyô.
17. Ana muswaar-am?
18. Ana sa yaay?
19. Suma tyàrax la.
20. Bos-am la?

Handout - 2

The form of the possessive pronoun -am is -ëm after stems containing one of the high vowels; listen as your teacher compares the following:

-am (after low vowels à, a, e, o)		-ëm (after high vowels i, é, u, ó, ë)	
saag-am	her purse	siis-ëm	his shirt
xeer-am	his rock	rééw-ëm	his country
xar-am	her sheep	kër-ëm	his house
maas-am	his comrade	muus-ëm	her cot
boor-am	its side	wóóm-ëm	her knee

This variation between a and ë may not be easy to hear at first. However, hearing this difference is a first step in pronouncing this form in a good Wolof fashion. In addition, this kind of variation between a and ë, depending on a neighboring vowel, occurs elsewhere in Wolof (it is technically known as "vowel harmony").

Write -am or -ëm:

1. saag-___
2. siis-___
3. -___
4. -___ (comrade)
5. -___
6. -___ (sheep)
7. -___ (eye)
8. -___ (husband)
9. -___ (wife)
10. -___ (city)
11. -___ (country)

Fold here

1. saag-am
2. siis-ëm
3. muus-ëm
4. maas-am
5. kër-ëm
6. xar-am
7. bët-ëm
8. dyëkkër-ëm
9. dyàbar-am
10. dëkk-ëm
11. rééw-ëm

12. -___
(rock)

13. -___

14. -___
(side)

15. -___

16. -___
(guitar)

17. -___
(kerchief)

18. -___
(younger sibling)

This same variation between a and ë occurs in the imperative singular suffix: -al, -ël.

Write -al or -ël:

19. -___!

20. -___ simis bi!

21. -___!

22. -___!

23. -___!

24. -___ bunt bi!

25. -___ kaas bi tyi taabul bi!

26. -___!

27. -___ bunt bi ba mu sës!
(Push the door until it is shut!)

28. -___!
(Grab with the fist!)

29. -___!
(Take!)

30. -___!
(Squeeze!)

Fold here

12. xeer-am

13. góór-ëm

14. boor-am

15. simis-ëm

16. xàlàm-am

17. musóór-ëm

18. ràkk-am

19. Waxal!

20. Dyëlël simis bi!

21. Négël!

22. Toogal!

23. Demal!

24. Tëdyël bunt bi!

25. Tegal kaas bi tyi taabul bi!

26. Doxal!

27. Puusël bunt bi ba mu sës.

28. Ŋëbël!

29. Fabal!

30. Bësël!

Handout - 3

Note how the singular and the plural are distinguished with the possessive pronouns suma and sa:

suma simis	my shirt
suma-y simis	my shirts
sa simis	your shirt
sa-y simis	your shirts

Listen carefully to the following and indicate if the reference is to a single object (absence of -y) or to more than one (presence of -y):

1. sg pl
2. sg pl
3. sg pl
4. sg pl
5. sg pl
6. sg pl
7. sg pl
8. sg pl
9. sg pl
10. sg pl
11. sg pl
12. sg pl
13. sg pl

Fold here

1. suma-y simis
2. sa-y simis
3. sa simis
4. sa muswaar
5. sa-y bët
6. suma-y kaas
7. sa-y nopp
8. suma rakk
9. suma-y rakk
10. Lii suma butéél la.
11. Yii suma-y butéél la nyu.
12. Kii suma xarit la.
13. Nyii suma-y xarit la nyu.

Note how the singular and plural are distinguished by the form of the possessive marker in the following:

simis-u Ken	Ken's shirts (lit: shirt of Ken)
simis-i Ken	Ken's shirts (lit: shirts of Ken)

Listen carefully to the following and indicate if the reference is to a single object (indicated by the possessive marker -u) or to more than one (indicated by the possessive marker -i):

14. sg pl
15. sg pl
16. sg pl
17. sg pl
18. sg pl
19. sg pl
20. sg pl (door, house)
21. sg pl
22. sg pl (leg, table)
23. sg pl (tail, cat)
24. sg pl

14. simis-u Ken
15. simis-i Ken
16. kaas-i Tom
17. muswaar-u Tom
18. lam-i Lisa
19. butig-u naar
20. bunt-u kër gi
21. bunt-i kër gi
22. tànk-i taabul bi
23. geen-u muus mi
24. tànk-i muus mi

Lesson 35 Boy, am I confused.

Have students take both parts (role-play) of the dialogs in this lesson for practice purposes. Substitute the destinations and directions learned in Lesson 31 as is appropriate.

D-1

A language learner approaches someone on the street to ask for directions.

LL:	[Góór gi], dyàmm ngaam?	Hello, [sir].
W:	Dyàmm rek.	
LL:	Fan la [post bi] nekk?	
	Or: Ana [post bi]?	
W:	[Dyubalal], mungi tyi sa [kanam].	
	Or: Dyubalal, mungi sa [kanam].	
LL:	Dyërëdyëf.	
W:	Waaw keny.	

In addition to góór gi, use also suma dyigéén, pàpp (father), yaa dyi (mother), xale bi (child), and saa waay (friend, pal).

D-2

A language learner approaches two or more people on the street to ask for directions.

LL:	Salaam màléékum.	
W:	Màléékum salaam.	
LL:	Dyàmm ngéén am?	
W:	Dyàmm rek.	
LL:	Da ma réér waay. Fan la [lekool bi] nekk fii?	I'm lost. Where is the [school] around here?
W:	[Toppal tàli bi], mungi tyi sa kanam.	
LL:	Mungi fan?	It's where?
W:	Tyi sa [kanam].	
LL:	Dyërëdyëf.	
W:	Waaw keny.	

D-3

A language learner, walking along on the street, asks a Wolof, who is also walking, for directions.

LL:	Baal ma, [góór gi]. Ana [post bi] waay?	Excuse me, [sir]. Just where is the [post office]?
W:	[Dyubëlël], mungi tyi sa [kanam].	
LL:	(Not understanding and wanting a repetition) Ma [dyubël]...	I [continue on] ...
W:	[Dyubëlël], tuuti, mungi tyi sa [kanam].	[Continue on] a little, it's [ahead] of you.
LL:	Dyërëdyëf.	
W:	Waaw keny.	

* * * * * * * * * * * *

LL:	[Góór gi], da ma réér waay. Fan la [lekool bi] nekk fii?	[Sir], I'm really lost. Where is [the school] located here?
W:	Man de ni yow laa mel, gan laa fi tamit.	Me, I'm like you, I'm also a stranger here.
LL:	Â! Man de màngi-y dyommi.	Boy, am I confused (lit. being put under a spell).

TO THE STUDENT:

Greetings are a very necessary and important part of Wolof life. While in English one may speak to strangers without greeting them, in Wolof there are very few situations that allow for the omission of greetings. One such situation occurs in D-3 where both people are walking along. In fact, however, even here the omission of greetings is compensated for by the use of baal ma and waay, both of which have a "softening" effect. When asking for information from people who are just standing in the street or sitting in front of their houses, be sure to greet them first. Be sure to greet people from your neighborhood when you pass them on the street, even if you are not acquainted with them; likewise, be sure to greet older people of your community when you pass them on the street.

TO THE TEACHER:

If the training program is located in Senegal, have students go out to find one or more places which you have designated, using the questions learned in this and the previous lessons. For the sake of practice, the students should ask several people for directions, even though he may feel that the first directions are adequate.

Lesson 36 What's she like?

M-1

If possible obtain pictures of the following people and introduce them with the phrase: Kii [ ] la. Dafa [ ]. (Use other names for those in brackets, if desired).

nyaaw	Phyllis Diller dafa nyaaw.	be ugly	Phyllis Diller is UGLY.
ràfet	[Cleopatra] dafa ràfet.	be beautiful	
dof	Jerry Lewis dafa dof.	be stupid	
am xel	[Albert Einstein] dafa am xel.	be intelligent	
gàtt	Mickey Rooney dafa gàtt.	be short	
ŋott	Jack Benny dafa ŋott.	be stingy	

C-1

T:	[Phyllis Diller], naka la mel?	Phyllis Diller, what's she like? (lit: How does she appear?)
S:	[Phyllis Diller] dafa [nyaaw].	
Or:	Dafa [nyaaw].	

C-2

Use pictures of other well-known people for the following.

T.	Won ma tyi ku [nyaaw].	Show me one who is ugly.
S:	Kii dafa [nyaaw].	This one is ugly.
T:	Wax nga dëgg.	You said it. (lit: you've spoken the truth.)
Or:	Déét waay.	Not really.

C-3

Use pictures of people having the following characteristics:

rëy	(fat)
sew	(thin)
màgget	(old)
ndyool	(tall)

S:	Kii naka la mel?	What is this person like?
T:	Dafa [rëy].	

C-4

If there is time, identify the outstanding characteristic of some other comedians, historical figures, or fictional characters. Some suggestions:

[Don Rickles] dafa reew.	(rude)
[Dr. Jekyll] dafa baax.	(good)
[Mr. Hyde] dafa bon.	(bad, mean)
[Charlie Chaplin] dafa reeloo.	(funny)
[Pat Paulsen] dafa soof.	(dull, bland, uninteresting personality)

C-5

For additional practice, repeat C-2 with comic-strip characters who exhibit the characteristics learned in this lesson.

C-6

In the following use the names of people involved with the training program; or use the names of well-known personalities not previously used.

T:	Xam nga [Don]?	Do you know Don?
S:	Déédét. Naka la mel?	
T:	Dafa [gatt].	

C-7

When discussing the outstanding characteristics of people who are outside of class, you can add the following comments when they are appropriate.

Yow itam da nga [reeloo].	You are also [funny].

Ken itam dafa [am xel].

Or: Ken moom itam dafa [am xel].

Man itam da ma [ndyool].

Lesson 37 Are you eating?

M-1

Teacher	Response
Yàngi toog?	Waaw, màngi toog.
----- dyàng?	----, ----- dyàng.
----- bind?	----, ----- bind.
----- liggééy?	----, ----- liggééy. (work)
----- lekk?	----, ----- lekk.
----- tux?	----, ----- tux. (smoke)
----- nyaw?	----, ----- nyaw. (sew)

Incorporate C-1, C-2 and D-2 with some of the types of exchange of greetings which have already been learned.

C-1

Greetings Exchange

T: Yàngi [toog]?

S: Waaw, màngi [toog].

C-2

Greetings Exchange

A: Yàngi dyàng?

B: Waaw, màngi tyi téeré bi.

D-1

Mr. Diop finds Mr. Fall sitting outside of his house.

A: [Dyóób]!

B: [Faal]!

A: Naka waa kër gi?

B: Nyungi fi rek. [Faal]!

A: Yàngi toog?

B: Waaw, màngi fééxlu tuuti. Yes, I'm getting a little fresh air.

D-2

Mrs. N'Diaye comes to the house of Mrs. Seck and finds her sewing.

Greetings Exchange

A: Yàngi tyi nyaw mi?	Are you busy sewing? (lit. in the sewing)
B: Xale yi laa-y nyaw nii.	It's the children I'm sewing this way for.
A: Nuyyul ma leen!	Greet them for me!
B: Di na nyu ko dégg. Ndyaay!	

M-2

Use the names of people, objects and places from earlier lessons in practicing the following.

Teacher		Response
Màngi gis [direktëër bi].	I see the director.	Man itam, màngi ko-y gis.
----------[ ].	-----------------.	-----------------

* * * *

Teacher	Response
Màngi gis [montar-u Ken].	Man itam, màngi ko-y gis.
--------- [benn kaas].	--------, -------------.
--------- [post bi].	--------, -------------.
--------- [ ].	--------, -------------.

C-3

T:	Màngi gis [direktëër bi].	
S:	Yàngi gis [direktëër]?	
T:	Waaw. Màngi ko-y gis. Léégi, yàngi ko-y gis?	Yes, I see him. Now, can you see him?
S:	Waaw. Man itam, màngi ko-y gis.	

M-3

Teacher	Response
Yeen angi-y gis [direktëër]?	Waaw, nyungi ko-y gis.
--------------- [ ]?	----, ---------------.

C-4

T: Yeen angi-y gis [direktëër bi]?

S: Ana mu?

T: Munga tyi [kanam-u biro].

Or: Munga nale ag [Ab'lay Sekk].

C-5

Review some of the verbs learned in Lessons 24 and 26 as follows.

T: [Ken], [Tom], [ubbi] leen [palanteer yi]!

Ss: (Start to perform the action requested)

T: Xaar leen! Lan ngéén di def?

Ss: Nyungi [ubbi] [palanteer yi].

T: Waaw, yeen angi [ubbi] [palanteer yi].

M-4

Teacher	Response
Nyungi dem tyi post bi. (We are going to the post office.)	Yeen angi dem tyi post bi? (Are you going to the post office?)
------ ubbi bunt yi	--------- ubbi bunt bi?
------ tëdy palanteer yi.	--------- tëdy palanteer yi?
------ taal làmp yi.	--------- taal làmp bi?
------ indi butéél bi.	--------- indi butéél bi?
------ dyàng Wolof.	--------- dyàng Wolof?
------ fetty.	--------- fetty?
------ tattyu.	--------- tattyu?
------ muuny. (smile)	--------- muuny?

C-6

Have one of the students join you in performing the action below.
Use additional actions from earlier lessons.

T: (Performs an action with one of the students.)
S: Lan ngéén di def?
T: Nyungi [tattyu].
S: Yeen angi lan?
T: Nyungi [tattyu].
S: Yeen angi [tattyu]?
T: Waaw.

Handout 1

TO THE STUDENT:

As part of the greetings, a Wolof who comes upon a person eating or engaged in some activity will often ask "Are you eating (or whatever the activity is)?" To the learner it may seem unnecessary to ask such a question about the obvious. The Wolof, however, is not really asking for information about this point; rather he is simply making "small talk" and giving the listener an opening to tell him something more about the situation. In doing this, he chooses to make his comments indirectly (by means of a question) rather than directly. On finding his friend reading a letter he says, "Dyot nga leetar?" (Did you get a letter?) rather than, "I see you got a letter."

Another Wolof conversational pattern is to repeat what has just been said. In the leave-taking, for example:

Màngi dem.	I'm going.
Yàngi dem.	You're going.
Waaw, màngi dem.	Yes, I'm going.
Baax na. Ba beneen.	Okay. See you later.

Wolof conversations often seem more animated than English conversations because they are frequently punctuated by listener comments. For example, it is polite for the listener to show interest in what the speaker is saying by means of such expressions as *degg la!*, *waawaaw!*, *a bô* , (French *ah, bon*) or *ee-e* (nasalized, almost like uh-huh in English, and pronounced with question intonation [¯ -]. These correspond roughly to the English listener responses *that's right*, *I see*, *mhm*, etc. The main difference is that in English such responses are generally considered impolite in formal discourse, while in Wolof they are expected from the listener in almost any kind of dialogue.

TO THE TEACHER

The Wolof pattern of asking the obvious (C-2, D-1, D-2) can also serve as a useful tool for informal language teaching out side of class. That is, whenever meeting one of the students, you can ask him about the particular activity he is engaged in:

T: (Observing a student engaged in an identifiable activity)

Yàngi [any]? Are you eating lunch?

S: Waaw, màngi [any].

The student may not have known the meaning of *any* previously, but in this context he has a good chance to guess the meaning correctly and he is quite likely to remember the word because of having encountered it in a real situation.

Handout - 1

In an earlier lesson (27) you learned that the number of a noun may be indicated by the plural article yi or by one of several singular articles (bi , gi, dyi, mi, si, wi, li, ki):

banaana yi	the bananas
banaana bi	the banana

Listen carefully to the following sentences and indicate whether the noun (object of the verb) is singular or plural:

1. sg pl
2. sg pl
3. sg pl
4. sg pl
5. sg pl
6. sg pl

----Fold here----

1. Mungi lekk banaana yi.
2. Mungi ubbi bunt bi.
3. Mungi taal làmp bi.
4. Mungi tëdy palanteer yi.
5. Mungi xool gàrab gi.
6. Mungi nuyyu dyigéén dyi.

The third person object pronouns are ko (singular) and leen (plural) as in Lu ko dyot? and Nuyyul ma leen. Note in the following that the noun object comes after the verb while the pronoun object comes before the verb.

Mungi lekk banaana bi.	He's eating the banana.
Mungi ko-y lekk.	He's eating it.
Mungi lekk banaana yi.	He's eating the bananas.
Mungi leen di lekk.	He's eating them.

Listen carefully to the following sentences and indicate whether the object of the verb is a noun or a pronoun (ko, leen):

7. Mungi (pron)-y lekk (noun).
8. Mungi (pron) di lekk (noun).
9. Mungi (pron) naan (noun).
10. Mungi (pron) ubbi (noun).
11. Yàngi (pron)-y naan (noun)?
12. Yàngi (pron) naan (noun)?
13. Yàngi (pron) di taal (noun)?
14. Màngi (pron) xool (noun)?
15. Màngi (pron) di dégg (noun).

----Fold here----

7. Mungi ko-y lekk.
8. Mungi leen di lekk.
9. Mungi naan meew mi.
10. Mungi ubbi bunt yi.
11. Yàngi ko-y naan?
12. Yàngi naan liminaat?
13. Yàngi leen di taal?
14. Màngi xool gàrab yi.
15. Màngi leen di dégg.

You may have noticed the occurrence of -y after ko and di after leen. They both indicate that an action is in progress (not yet complete): the short form -y occurs after words ending in a vowel (like ko), while the full form di occurs after words ending in a consonant (like leen, or as in Lan ngéén di def? earlier in this lesson).

Mungi ko-y lekk.	He's eating it.
Mungi leen di lekk.	He's eating them.

Listen as your teacher asks a question with a noun object, and then indicate below whether you world answer with the singular or plural object pronoun. For example:

Teacher: Yàngi gis furset bi?

Response: Waaw, màngi ko-y gis.

Remember that yi indicates a plural noun, while bi, gi, dyi, etc. indicate singular nouns. (To the teacher: Read the question only. Do not read the answers.)

16. Waaw, màngi ko-y/leen di gis.
17. Waaw, màngi ko-y/leen di taal.
18. Waaw, mungi ko-y/leen di ubbi.
19. Waaw, mungi ko-y/leen di lekk.
20. Waaw, mungi ko-y /leen di xool.
21. Waaw, màngi ko-y/leen di dégg.
22. Waaw, màngi ko-y/leen di xool.
23. Waaw, mungi ko-y/leen di indi.

Fold here

16. Yàngi gis furset yi?
(Waaw, màngi leen di gis.
17. Yàngi taal làmp bi?
(Waaw, màngi ko-y taal.)
18. Mungi ubbi palanteer yi?
(Waaw, mungi leen di ubbi
19. Mungi lekk banaana yi?
(Waaw, mungi leen di lekk
20. Mungi xool gàrab gi?
(Waaw, mungi ko-y xool.)
21. Yàngi dégg dyigéén dyi?
(Waaw, màngi ko-y dégg.)
22. Yàngi xool muus mi?
(Waaw, màngi ko-y xool.)
23. Mungi indi kaas yi?
(Waaw, mungi leen di indi

Lesson 38 What is he doing?

M-1

Find pictures (in magazines, newspapers, comics, etc.) which will illustrate the following actions. Before practicing M-1, demonstrate C-2 by taking both parts yourself.

woy	Kii dafa-y woy.	sing	This one is SINGING.
fetty	fetty.	dance	
lekk	lekk.	eat	
naan	naan.	drink	
daw	daw.	run	
fo	fo.	play	

C-1

T: Won ma tyi ku-y [woy]. Show me someone who is [singing].

S: Kii dafa-y [woy].

Or: Kii.

C-2

T: (Pointing to a person in a picture) Lan la-y def?

S: Dafa-y [woy].

C-3

The basic aim of this lesson is to provide the learner with a language learning tool for acquiring new verb vocabulary on his own. For classroom practice find pictures which will illustrate five verb actions which students have not previously had. Some suggested vocabulary:

togg	(cook)
raxas	(wash)
sangu	(bathe, wash oneself)
giiny	(grimace)
ree	(laugh)
dyooy	(cry)
dawal (woto, welo)	(drive a car, bicycle)

S: Lan la-y def?

T: Dafa-y [togg].

* * * * * * *

S: Dafa-y [togg]?

T: Waaw.

C-4

Use the pictures from Lesson 34 and this lesson, and any others which may be appropriate. This is an opportunity for the student to use two language learning questions.

Student:	Naka la mel?	Lan la-y def?	
Teacher:	Dafa ràfet.	Dafa-y woy.	
	Dafa gatt.	Dafa-y fo.	
	Dafa rëy.	Dafa-y lekk.	
	Dafa reeloo.	Dafa-y fetty.	
	Dafa nyaaw.	Dafa-y giiny.	Etc.

S: Naka la mel?

Or: Lan la-y def?

T: Dafa [ràfet].

Or: Dafa-y [woy].

C-5

Perform some of the actions that were introduced in Lesson 26 and have the students ask what you are doing.

T: (Performs some action)

S: Lan nga-y def?

T: Da ma-y [wokkatu].

C-6

Repeat C-5, reversing the roles, and have the students perform an action, and then answer the question.

C-7

Have a student join you in performing the actions used above.

T: (To S_1) Na nyu [wokkatu].	Let's scratch ourselves.
S_2: Lan ngéén di def?	What are you (pl) doing?
T: Da nyu-y [wokkatu].	We are scratching ourselves.

C-8

Repeat C-7 with the following addition.

S_3: (To S_2) Lan la nyu-y def?	What are they doing?
S_2: Da nyu-y [wokkatu].	They are scratching themselves.

Handout - 1

Handout - 2

TO THE STUDENT:

The question in C-3, lan la-y def? (what is he doing?), may be answered in either of two ways:

Dafa-y [woy].	He's SINGING.
Mungi-y [woy].	He's (in the act of) singing. (Lesson 24)

The difference between the two is one of viewpoint or focus of attention: the dafa construction puts the spotlight on the action, while the angi (mungi) construction raises the curtain on the whole scene: Behold him (in the act of) singing. In the context of this question (lan la-y def?) both kinds of answer are possible; in some other contexts, however, one rather than the other is required: the leave-taking is initiated with màngi-y dem rather than da ma-y dem; the answer to naka la mel? is dafa gàtt, not mungi gàtt.

TO THE TEACHER:

When some student has forgotten the answer to a question, teach him to say:

Da ma ko fatte.	I have forgotten it.

At times when asking questions, instead of asking a particular student to answer, or, when the student first asked does not know, use (and teach the students the meanings of):

Ku xam?	Who knows?
Ku mun-a tontu?	Who can answer?

Handout - 1

The following is another of the ways in which predication takes place in Wolof:

Da ma feebar.	I'm sick (SICK is what I am).
Da nga ràfet.	You're beautiful (BEAUTIFUL is what you are).
Dafa ŋott.	He's stingy (STINGY is what he is).
Da nyu sonn.	We're tired (TIRED is what we are).
Da ngéén dyuum.	You're (pl) mistaken (MISTAKEN is what you (pl) are).
Da nyu dof.	They're stupid (STUPID is what they are).

This type of predication is usually used to describe the subject (as above) or to explain something (as in Lesson 19):

Xanaa da nga xam Texas? Is it because you know Texas?

You have probably already noted that this construction consists of the predicator da plus a subject pronoun. In the case of the third person singular the longer form, dafa, is normally used without a regular pronoun subject.

Listen carefully to the following sentences, and write one of the subject pronouns (or the special form dafa) in the appropriate blank.

1. Da _______ feebar.
2. Da _______ sonn.
3. Da _______ ràfet.
4. Da _______ bidënti.
5. Da _______ ŋott.
6. Da _______ dof.
7. Da _______ tarde.
8. Da _______ reeloo.
9. Baal ma, da______ dyuum.
10. Xaadi da ______ soof.

--------Fold under--------

1. Da ma feebar.
2. Da nga sonn.
3. Da ngéén ràfet.
4. Da ma bidënti.
5. Da ngéén ŋott.
6. Dafa dof.
7. Da nga tarde.
8. Dafa reeloo.
9. Baal ma, da ma dyuum.
10. Xaadi dafa soof.

11. Xaadi, yow da _______ soof.		11. Xaadi, yow da nga soof.
12. Xaadi ag Kumba da _____ soof.		12. Xaadi ag Kumba da nyu soof.
13. Nyun, da ______ sonn.		13. Nyun, da nyu sonn.
14. Ken da ______ baax.		14. Ken dafa baax.
15. Nyoom, da _______ bon.	Fold here	15. Nyoom, da nyu bon.
16. Man itam da ______ sonn.		16. Man itam da ma sonn.
17. Yow ag man da ______ tarde.		17. Yow ag man da nyu tarde.
18. Moom da _____ nyaaw.		18. Moom dafa nyaaw.
19. Baal ma da ______ dyuum.		19. Baal ma, da ma dyuum.
20. Yeen, da ______ tarde.		20. Yeen, da ngéén tarde.

Handout - 2

Sentences that answer the question Lan la-y def? in this lesson have a -y that is not present in the sentences that answer the question Naka la mel?

Dafa-y woy.	She's singing.
Dafa ràfet.	She's beautiful.

With a verb describing an action the presence of -y here indicates that an action is in progress (not yet complete). With another class of Wolof words, called "stative verbs", many of which are translated most naturally as English adjectives, -y -- or di -- does not normally occur. (The absence of -y indicates a state or condition; in a later lesson you will learn that the absence of -y also is used to indicate a completed action: Dafa woy, he/she has sung).

Listen carefully as your instructor gives the following sentences. Write -y when it is present, and write an "X" in the blank to indicate the absence of -y.

1. Dafa ____ ràfet.
2. Dafa ____ woy.
3. Dafa ____ lekk.
4. Dafa ____ naan.
5. Dafa ____ gatt.
6. Dafa ____ nyaaw.
7. Dafa ____ daw.
8. Dafa ____ dof.
9. Dafa ____ fetty.
10. Dafa ____ ŋott.
11. Dafa ____ fo.
12. Dafa ____ am xel.
13. Dafa ____ rëy.
14. Dafa ____ tux.
15. Dafa ____ ndyool.
16. Dafa ____ ree.
17. Dafa ____ raxas.
18. Dafa ____ màgget.
19. Dafa ____ bon.
20. Dafa ____ muuny.

Fold here

1. Dafa ràfet.
2. Dafa-y woy.
3. Dafa-y lekk.
4. Dafa-y naan.
5. Dafa gatt.
6. Dafa nyaaw.
7. Dafa-y daw.
8. Dafa dof.
9. Dafa-y fetty.
10. Dafa ŋott.
11. Dafa-y fo.
12. Dafa am xel.
13. Dafa rëy.
14. Dafa-y tux.
15. Dafa ndyool.
16. Dafa-y ree.
17. Dafa-y raxas.
18. Dafa màgget.
19. Dafa bon.
20. Dafa-y muuny.

Lesson 39 Which country do you come from?

M-1

Refer to a map of Africa and a map of Senegal in teaching the following.

Maali rééw la.	Mali	Mali is a country.
Giné -------.	Guinea	
Gànnaar -------.	Mauritania	

* * * *

Dàkaar dëkk la.

Ndar -------.

Kawlak -------.

C-1

T: [Maali] dëkk la walla rééw?	Is Mali a city or a country?
S: Rééw la.	
T: [Dàkaar] dëkk la walla rééw?	
S: Dëkk la.	

Extend this discussion by adding the names of other towns and countries that have been in earlier lessons.

M-2

Maali dëkk la walla rééw?	Is Mali a city or a country?
[ ] -------------------?	

C-2

Repeat C-1 having students ask as well as answer the questions.

M-3

Practice the following with the names of well-known people from these ethnic or national groups.

[ ] amerikeny la.	[ ] is an American.
[ ] angale la.	
[ ] tubaab la.	
[ ] wolof la.	
[ ] sééréér la.	
[ ] naar la.	

C-3

A: [ ] [amerikeny] la walla [angale]?	Is [ ] an American or an Englishman?
B: [Amerikeny] la.	

C-4

A: [ ] [wolof] la walla [sééréér]?	
B: A! Xa'u ma de!	I really don't know.
Or: Wóóru ma.	I'm not sure.
Or: Du tyi been.	He is neither one.

C-5

Point to cities and countries on various maps asking the following questions:

Fii [Maali] la, waaw walla déét?	Is this Mali here, yes or no?
Or: Fii [Maali] la, walla déét?	Is this Mali, or isn't it?

After each student has answered several times, have them ask the questions also.

C-6

T: Ban rééw nga dyógé?	Which city do you come from?
S: [Amerik] laa dyógé.	
T: Ban rééw nga dëkk léégi?	Which country do you live in now?
S: [Senegaal] laa dëkk léégi.	

C-7

T: [   ] ban rééw la dyógé? — Which country does [   ] come from?

S: [Maali] la dyógé.

C-8

T: Ban dëkk nga dyógé? — Which city do you come from?

S: [Boston] laa dyógé.

M-4

Séyfwéy	Séyfwéy laa dyógé.	Safeway	I'm coming from Safeway.
Prentenya	Prentenya -------.	Printania (A dept. store in Dakar)	
[ ]	[ ] ---------.		

*   *   *   *

Liberte	Liberte laa dyógé.	"Liberte" (a cinema in Dakar)	
[ ]	[ ] ---------.		

C-9

A: Ban sinema nga dyógé?

B: [Liberte] laa dyógé.

C-10

T: Ban butig nga dyógé?

S: [Prentenya] laa dyógé.

M-5

rééw	Ban rééw nga dyógé?	country	Which country do you come from?
dëkk	--- dëkk ---------?	city, town	
butig	--- butig --------?		
sinema	--- sinema--------?		

C-11

Repeat C-6, C-8, C-9 and C-10, having students ask the questions as well as answer them.

D-1

A language learner who has come to teach English meets for the first time one of his Wolof colleagues.

W:	Dyàmm ngàm?	
LL:	Dyàmm rek.	
W:	Da nga-y dyàngale angale?	
LL:	Waaw.	
W:	Fan nga dyógé?	
LL:	Amerik laa dyógé. Yow nag?	
W:	Man waa fii laa.	I am from here.

D-2

A language learner who has just moved into his house runs into his next door neighbor.

W:	Yow de dëkkëndóó bu bees nga.	You must be a new neighbor.
LL:	Waaw, [démba] laa nyów.	Yes, I came yesterday.
W:	Dyógé fan?	
LL:	Amerik. Da ma-y dyàngalesi angale.	America. I've come to teach English.
W:	Waaw keny, loolu baax na.	

M-6

Teacher	Response 1	Response 2
Boston nga dyógé?	Waaw, Boston laa dyógé.	Déédét, dyógéwul Boston.
[ ] --------?	----, [ ] ---------.	------, --------[ ].
Texas ---------?	----, Texas ----------.	------, -------- Texas.
[ ] ---------?	----, [ ] ---------.	------, -------- [ ].
Senegaal -------?	----, Senegaal--------.	------, ------- Senegaal.
[ ] ---------?	----, [ ] ---------.	------, --------[ ].

C-12

S: [Boston] nga dyógé?

B: Déédét, dyógéw ma [Boston]. [Atlanta] laa dyógé.

Or: Waaw, [Boston] laa dyógé.

M-7

Practice the following with the names of well-known people used in M-3.

Teacher	Response
[ ], Amerik la dyógé?	Déédét, dyógéwul Amerik.
[ ], Angalteer -----?	------, -------- Angalteer.
[ ], Tugël ---------?	------, -------- Tugël.
[ ], Senegaal ------?	------, -------- Senegaal.
[ ], Maali ---------?	------, -------- Maali.
[ ], Giné ----------?	------, -------- Giné.

C-13

A: [ ], [Amerik] la dyógé?

B: Déédét, dyógéwul [Amerik].

Or: [Angalteer] la dyógé.

M-8

Teacher	Student
[Senegaal] nga dyógé?	Déédét, dyógéw ma [Senegaal].
[Dyóób] nga sant?	------, santu ma [Dyóób].
[Ibba] nga tudd?	------, tuddu ma [Ibba].
[Dàkaar] nga dëkk?	------, dëkku ma [Dàkaar].

C-15

Interview students using the above questions. Substitute other countries, towns and names as may be suitable.

TO THE STUDENT

The question naka waa kër ga? (how is the family?) which you've learned to use in the greetings may also be expressed as naka sa waa kër (how is you family). Note that if the possessive sa is used, then the article ga is not used.

The word waa literally means "inhabitant, resident":

waa kër	people of the house (i.e. family)
waa Senegaal	people of Senegal
waa Dàkaar	people of Dakar
waa fii	local resident

Lesson 40 What are you doing in Senegal?

M-1

Use pictures for the following if available.

xarit	Kii suma xarit la.	friend	This is my friend.
rakk	-------- rakk la.	younger brother or sister	
mag	-------- mag la.	older brother or sister	
dëkkëndóó	-------- dëkkëndoo la.	neighbor	
dyàngalekat	-------- dyàngalekat la.	teacher	
direktëër	-------- direktëër la.	principal	
gan	-------- gan la.	guest, stranger	
mbokk	-------- mbokk la.	relative	

C-1

T: Kii kan la?

S: Kii suma [xarit] la.

Or: Suma [xarit] la.

M-2

angale	Dafa-y dyàngale angale.	English	He TEACHES English.
"sciences"	--------------- "sciences".		
"mathematiques"	--------------- "mathematiques".		

C-2

T: Lan la-y def tyi Senegaal?

S: Dafa-y dyàngale [angale].

M-3

Koor da là Pe	Tyi Koor da là Pe la bokk.	Peace Corps	He belongs to the Peace Corps.
Ambasàd-u Amerik	Tyi Ambasàd-u Amerik la bokk.		

C-3

T: Tyi lan la bokk?

S: Tyi [Koor da là Pe] la bokk.

C-4

A: Kii kan la?	
B: Suma gan la.	
A: Lan la-y def [tyi Senegaal]?	
B: [Dafa-y dyàngale] [angale].	
A: [Bles Dyaany] la nekk itam?	Is he located at Blaise Diagne also?
B: Waaw.	

C-5

A: Kii kan la?

B: Suma gan la.

A: Naka la tudd?

B: [Ken Cook] la tudd.

A: Fan la dyógé Amerik?

B: Waaw.

A: Lan la-y def tyi Senegaal?

B: Dafa-y dyàngale angale.

A: Loolu baax na.

M-4

The answers to the question in C-6 will vary for each individual learner. Help each one to learn the answer which applies to him. Since some of these answers will be difficult, do not require students to learn any answer except the one that fits their individual situation. For example, a wife may answer:

Suma dyëkker laa andal.	I'm accompanying my husband.
Suma dyëkker da-y [dyàngale angale].	My husband teaches English.

For people who belong to a group which is regarded as a society, bokk (belong to, be a member of) may be used:

Tyi lan nga bokk?	What (group) do you belong to?
Tyi Koor da là Pe laa bokk.	I'm a member of the Peace Corps.

C-6

T: Lan nga-y def tyi Senegaal? — What are you doing in Senegal?

S: [Da ma-y dyàngale angale].

C-7

Review M-1 before doing the following:

T: Nyii nyan la nyu? — Who (pl) are these

S: Kii suma [xarit] la, kii sume [rakk] la.

M-5

Teacher

Nyii sa-y xarit la nyu? — Nyii suma-y xarit la nyu.

--------- [ ] -----? — ----------- [[-----.

C-8

T: Nyii nyan la nyu?

S: Nyii suma-y [xarit] la nyu.

C-9

T: Lan la nyu-y def tyi Senegaal?

S: Da nyu-y dyàngale [angale].

Handout - 1

E-1

laa//nga//la

Have students mimic the following, being especially careful to maintain the laa//nga//la contrasts.

laa	nga	la
[Dyóób] laa sant.	[Cook] nga sant.	[Cook] la sant.
[Ibba Dyóób] laa tudd.	[Ken Cook] nga sant.	[Tim Emmet] la sant.
Senegaal laa dyógé.	Amerik nga dyógé.	Angalteer la dyógé.
Dàkaar laa dëkk.	Kees nga dëkk.	Kawlak la dëkk.
Wolof laa.	Amerikeny nga.	Angale la.

* * * * * * * * * * * * * * * * *

Fan laa dyógé?	Fan nga dyógé?	Fan la dyógé?
Naka laa tudd?	Naka nga tudd?	Naka la tudd?
Naka laa def?	Naka nga def?	Naka la def?

TO THE TEACHER:

Up to this point most sentences have been reasonably short, so that length itself should not have caused pronunciation problems. But as sentences get longer, length does become a factor. One useful technique in overcoming this problem is that of "backward build-up."

T: ... angale.
S: ... angale.
T: ... dyàngale angale.
S: ... dyàngale angale.
T: ... da-y dyàngale angale.
S: ... da-y dyàngale angale.
T: Suma dyëkkër...
S: Suma dyëkkër...
T: Suma dyëkkër da-y dyàngale angale.
S: Suma dyëkkër da-y dyàngale angale.

Use this technique whenever a sentence seems to be too long to learn by simple mimicry.

Handout - 1

Listen to the following and indicate (by circling) which form was used.

1. Ken laa//nga//la tudd.
2. Cindy laa//nga//la tudd.
3. Dyóóg laa//nga//la sant.
4. Kees laa//nga//la dëkk.
5. Senegaal laa//nga//la dyógé.
6. Dàkaar laa//nga//la dëkk.
7. Kawlak laa//nga//la dëkk.
8. Wolof laa//nga//la.
9. Fan laa//nga//la dyógé?
10. Naka laa//nga//la def?

Indicate whether the reference is to first (laa), second (nga) or third (la) person.

11. I'm you're he's
12. I'm you're he's
13. I'm you're he's
14. I'm you're he's
15. I'm you're he's
16. I'm you're he's
17. I'm you're he's

Write laa, nga or la in the blanks.

18. Fan __________dyógé?
19. Naka ________def?
20. Dàkaar ______dëkk.
21. Cook ________sant.
22. Kees ________dëkk?
23. Wolof ______?
24. Naka __________fanaane.

Fold here

1. Ken laa tudd.
2. Cindy nga tudd.
3. Dyóób la sant.
4. Kees la dëkk.
5. Senegaal laa dyógé.
6. Dàkaar laa dëkk.
7. Kawlak la dëkk.
8. Wolof nga.
9. Fan la dyógé?
10. Naka laa def?

11. Senegaal laa dyógé.
12. Dàkaar la dëkk.
13. Dyóób nga sant.
14. Amerikeny nga.
15. Ibba laa tudd.
16. Wolof laa.
17. Angale la.

18. Fan la dyógé?
19. Naka nga def?
20. Dàkaar laa dëkk.
21. Cook laa sant.
22. Kees nga dëkk?
23. Wolof la?
24. Naka nga fanaane?

Lesson 41 I'm hungry. What do you want to eat?

M-1

Teacher		Response	
Da ma xiif.	I'm hungry.	Bëgg nga lekk?	Do you want to eat?
----- mar.	I'm thirsty.	-------- naan?	Do you want to drink?
----- gëmméntu.	I'm sleepy.	-------- tëdd?	Do you want to rest?
----- tilim.	I'm dirty.	-------- sàngu?	Do you want to bathe?
----- sonn.	I'm tired.	-------- toog tuuti?	Do you want to sit a bit?

C-1

T: Da ma [xiif].

S: Bëgg nga [lekk]?

T: Waaw.

Or: Déédét.

M-2

Teacher	Response	
Da ma xiif.	Loo bëgg lekk?	What do you want to eat?
----- mar.	-------- naan?	What do you want to drink?

C-2

T: Da ma [xiif].

S: Loo bëgg [lekk]?

T: Bëgg naa [lekk] [tyeeb-u dyën]. I want to eat rice and fish.

Or: [Tyeeb-u dyën].

Some additional foods to use in the above: yàpp (meat), banaana (banana), mburu (bread), tyere (cous-cous). Some drinks to use in the above: meew (milk), kafe (coffee), dute (tea), liminaat (lemon soda), biiny (wine).

C-3

T: Da ma [xiif].

S: Bëgg nga [lekk]?

T: Waaw.

S: Loo bëgg [lekk]?

T: [Tyeeb-u dyën]

M-3

Teacher	Response	
Da ma gëmméntu.	Foo bëgg tëdd?	Where do you want to rest?
----- sonn.	-------- toog?	
----- tilim.	-------- sangu?	
----- réér.	-------- dem?	

C-4

T: Da ma [gëmméntu].
S: Foo bëgg [tëdd]?
T: Bëgg naa [tëdd] [tyi làl bi]. I want to rest in bed.
Or: [Tyi làl bi].

Use the following as additional answers:
for toog: tyi siis bi
sangu: tyi duus bi (the shower)
dem: post bi, màrse bi, dyàkk dyi, etc.

M-4

Teacher	Response	
Dafa xiif.	Lu mu bëgg lekk?	What does he want to eat?
---- mar.	---------- naan?	

* * * * * * *

Teacher	Response	
Dafa gëmméntu.	Fu mu bëgg tëdd?	Where does he want to rest?
Dafa sonn.	---------- toog?	
Dafa tilim.	---------- sangu?	

C-5

T: Da ma [xiif].
S_1: Loo bëgg [lekk]?
T: [Tyeeb-u dyën].
S_2: (To S_1) Lu mu bëgg lekk? What does he want to eat?
S_1: (To S_2) [Tyeeb-u dyën].

C-6

T: Da ma [gëmméntu].

S_1: Foo bëgg [tëdd]?

T: [Tyi làl bi].

S_2: (To S_1) Fu mu bëgg [tëdd]?

S_1: (To S_2) [Tyi làl bi].

M-5

kër ga	Kër ga laa dyógé.	home	I'm coming from (lit: have left from) home.
butig ba	Butig ba -------.	the (remote) store	
biro ba	Biro ba --------.	the (remote) office	
post ba	Post ba --------.	the (remote) post office	
kër Sàmba	Kër Sàmba ------.	Samba's home	

C-7

T: Foo dyógé? — Where are you coming from (lit: have come from).

S: [Kër ga] laa dyógé.

Or: [Kër ga].

Or: Màngi dyógé [kër ga].

M-6

kër ga	Kër ga laa dyëm.	I'm going (lit: headed for) home.
butig ba	Butig ba - ----.	
biro ba	Biro ba -------.	
post ba	Post ba -------.	

C-8

T: Foo dyëm? — Where are you going?

S: [Kër ga] laa dyëm.

Or: [Kër ga].

Or: Màngi dyëm [kër ga].

D-1

A language learner meets up with one of his Wolof friends.

W: [Ken], na nga def?

LL: Waay, suma rakk, màngi fi rek.

W: Foo dyógé waay?

LL: [Kër ga].

W: Foo dyëm?

LL: Màngi dyëm [post ba].

W: Loolu baax na. Dyàmm ag dyàmm.

LL: Nuyyul ma leen.

TO THE STUDENT:

The word dyógé is used in two senses:

1. Place of origin:

Amerik laa dyógé.	I come from America.

2. Place of departure (of the present trip):

Kër ga laa dyógé.	I'm coming from home.
Kër Sàmba laa dyógé.	I'm coming from Samba's home.

The question of one's place of origin comes up when strangers meet and exchange information about personal identity. Otherwise, among acquaintances, the question refers to the place where one started the present journey, or to any of the significant stops one has made along the way.

Lesson 42 What did you see?

M-1

Present the contrast between the completive (Bunt bi laa xool) and the incompletive (Bunt bi laa-y xool) as follows:

T: Màngi [xool] [bunt bi].
Lan laa-y [xool]?
[Bunt bi] laa-y [xool].

(Turning head away from [the door]) Lan laa [xool]?
[Bunt bi] laa [xool].

Repeat the presentation with two or three more well-known classroom nouns. Also use laal in place of xool.

Teacher		Response	
Bunt bi laa-y xool.	(I'm looking at the door).	Bunt bi laa xool.	(I looked at the door).
Làmp bi ----------.		Làmp bi --------.	
Taabul bi --------.		Taabul bi ------.	

C-1

T: [Ken], xoolal [bunt bi].
Lan nga-y xool?

S: [Bunt bi] laa-y xool.

T: Xool ma.
Or: (Says nothing if [Ken] has stopped looking at [the door])

Lan nga xool?

S: [Bunt bi] laa xool.

Handout - 1

M-2

Repeat briefly the presentation in M-1 with the verbs ubbi, tëdy, taal, fey, and dyël, and the appropriate objects.

Teacher	Response
[Bunt bi] laa-y ubbi.	[Bunt bi] laa ubbi.
[Pàlanteer bi] laa-y tëdy.	[Palànteer bi] laa tëdy.
[Làmp bi] laa-y taal.	[Làmp bi] laa taal.
[Sigaret bi] laa-y fey.	[Sigaret bi] laa fey.
[Tééré bi] laa-y dyël.	[Tééré bi] laa dyël.

C-2

Repeat C-1 with the actions and objects used in M-2.

C-3

T: (To S_1) [Ubbil] [bunt bi].
(To S_2) Lan la-y ubbi?
S_2: [Bunt bi] la-y ubbi.
T: (After S has completed the action, to S_3)
Lan la [ubbi]?
S_3: Bunt bi la [ubbi].

C-4

T: Xoolal [Cindy]! — Look at [Cindy].
Kan nga-y xool? — Who are you looking at?
S: [Cindy] laa-y xool.
T: Kan nga xool?
S: [Cindy] laa xool.

C-5

T: Dyoxal [sa tééré] [Tom].
S: (To Tom) Am.
T: Xaaral! Lan nga-y dyox [Tom]?
S: [Suma tééré] laa-y dyox [Tom].
Or: [Suma tééré] laa-y ko dyox.
T: Baax na. Dyox ko ko. — Give it to him.
(After S has completed the action)
Lan nga dyox [Tom]?
S: Suma tééré laa dyox [Tom].
Or: [Suma tééré] laa ko dyox.

Handout - 1

The Wolof verb system makes a basic distinction between completed actions and not-yet-completed actions:

Completed action		Not-yet-completed action	
Bunt bi laa ubbi.	I opened/have opened the door.	Bunt bi laa-y ubbi.	I'm opening the door.
Làmp bi laa taal.	I turned on/have turned on the lamp.	Lamp bi laa-y taal.	I'm turning on the light.
Tééré bi laa dyël.	I took/have taken the book.	Tééré bi laa-y dyël.	I'm taking the book.

This is in contrast to English which makes basic differences with respect to the time of an action rather than the status (completed or not-yet-completed) of an action. In Wolof one cannot properly speak of past tense, present tense, and future tense. Generally a Wolof verb describing an action as "completed" can be translated by an English past tense or have with the past participle:

I opened the door.

I've opened the door.

A verb marked as "not-yet-completed" refers to an action that is

a. going on at the present: He's opening the windows.
(an action in progress--hence "not-yet-completed")

b. to take place in the future: Tomorrow I'll do it.
(an anticipated action--hence "not-yet-completed")

c. habitual: We have lunch at 12:30.
(a repeated action--hence "not-yet-completed").

In Wolof the status "not-yet-completed" is indicated by the presence of -y (or di) -- in most cases immediately preceding the verb -- while the status "completed" is indicated by the absence of -y.

Listen to the sentences below and indicate if the action is completed or not-yet-completed (on the basis of the absence or presence of -y).

1. Completed action
   Not-yet-completed action

2. Completed action
   Not-yet-completed action

3. Completed action
   Not-yet-completed action

------Fold here------

1. Bunt bi laa-y xool.

2. Làmp bi laa xool.

3. Bunt bi laa ubbi.

4. Completed action Not-yet-completed action	4. Palanteer bi laa-y ubbi.
5. Completed action Not-yet-completed action	5. Taabul bi laa-y xool.
6. Completed action Not-yet-completed action	6. Bunt bi laa tëdy.
7. Completed action Not-yet-completed action	7. Làmp bi laa-y fey.
8. Completed action Not-yet-completed action	8. Palànteer bi laa xool.
9. Completed action Not-yet-completed action	9. Taabul bi laa laal.
10. Completed action Not-yet-completed action	10. Làmp bi laa taal.
11. Completed action Not-yet-completed action	11. Bunt bi laa-y ubbi.
12. Completed action Not-yet-completed action	12. Taabul bi laa-y xool.
13. Completed action Not-yet-completed action	13. Palànteer bi laa-y tëdy.
14. Completed action Not-yet-completed action	14. Lan nga xool?
15. Completed action Not-yet-completed action	15. Lan nga-y xool?
16. Completed action Not-yet-completed action	16. Lan nga-y ubbi?
17. Completed action Not-yet-completed action	17. Lan nga taal?
18. Completed action Not-yet-completed action	18. Lan nga-y tëdy?
19. Completed action Not-yet-completed action	19. Lan nga-y dyël?
20. Completed action Not-yet-completed action	20. Lan nga fey?

Fold here

Lesson 43 I'll be right back

C-1

T: [Cindy]! [Cindy]! [Cindy]!	
[Cindy]: Naam (or naaam)!	Yes!
T: Kaay [toog].	Come sit down.
[Cindy]: Ma nyów.	I'm coming.

In place of toog, also use waxtaan (converse), toog waxtaan (sit and talk), xool (look), déglu (listen), lekk (eat), dimbëli ma (help me), raxas ndab (wash the dishes).

C-2

T: [Tom], foo dyëm?	[Tom], where are you headed?
S: Léégi ma nyów.	I'll be right back (lit: now).
T: Bul sore de!	Don't go far now.
Or: Bul yàgg de!	Don't be long.
S: Waaw, léégi ma nyów.	

Repeat C-2, having the student reply: [Biro ba]. Léégi ma nyów. Comment on that with Bu fa yàgg de (Don't stay long), and Gaawal dellusi (Hurry back!).

D-1

Someone comes to [Ken's] room. He is not there, but one of his friends is.

A: Ana [Ken]?	
B: Léégi mu nyów. Toogal.	
A: Fu mu dem?	
B: Xa'u ma ko de, wanté léégi mu nyów.	I don't know, but he'll be right back.

D-2

A:	Ana [Ken]?	
B:	Da fa génn.	He's gone out.
A:	Fu mu dem?	Where did he go?
B:	Léégi mu nyów, toogal.	
A:	Màngi dem waay. Da ma yàkamti.	Well, I'm going. I'm in a hurry.
B:	Toogal waay. Léégi mu nyów. Léégi, léégi, léégi mu nyów.	

C-3

Class is about to begin, when [Tom] suddenly starts to leave.

T:	[Tom], bul sore de!	
	Or: Bul yàgg de!	
S:	Waaw, léégi ma nyów.	
T:	[Léégi nyu door].	We are starting right away.
S.	Màngi nyów, màngi nyów.	I'll be right back. (lit: I'm coming.)

The above may take place in other situations:

Waiting for a bus or car-rapide: Kaar bi léégi mu nyów. (The car-rapide is coming soon.)

Waiting for a friend: [Sàmba] léégi mu nyów. (Samba is coming soon.)

Waiting for lunch: Léégi nyu ány. (We'll soon eat.)

C-4

T:	[Ken], [ubbil] [bunt bi].	
S:	(Starts to open the door.)	
T:	Xaaral! Bul [ubbi] [bunt bi]. [Ubbil] [palanteer bi].	Wait! Don't open the door, open the window.

C-5

T:	[Ken], toogal.	
S:	(Starts to sit)	
T:	Bul toog tyi wet-u [Cindy]!	Don't sit beside Cindy!
	Toogal fii!	Sit here.

C-6

T:	Dyotali ma [suukër si]!	
S:	Am.	
T:	Bu ma dyotali [xorom]!	Don't pass me [salt].
	Dyotali ma [suukër si].	
S:	Baal ma, da ma dyuum!	
	(Passes [the sugar].)	
T:	Bul dyuumati de!	Don't be mistaken again.

C-7

Bring to class a number of objects for most of which students already know the names.

T:	Fabal [muswaar bi]. Bul fab [musóór bi].	Take the handkerchief. Don't take the headscarf.

Handout - 1

E-1

Teacher	Response 1	Response 2
Toogal!	Bul toog!	Bu leen toog!
Demal!	Bul dem!	Bu leen deem!
Waxal!	Bul wax!	Bu leen wax!
Ubbil bunt bi!	Bul ubbi bunt bi!	Bu leen ubbi bunt bi!
Fabal muswaar bi!	Bul fab muswaar bi.	Bu leen fab muswaar bi.
[-al]!	Bul [ ].	Bu leen [ ]!

Handout - 2

TO THE STUDENT:

Màngi nyów and ma nyów have the same basic meaning: "I'm coming". Màngi nyów is used when a measure of courtesy/deference should be shown, while ma nyów is used when a show of courtesy/deference is not necessary. For example, in the last line of C-3 the use of ma nyów in place of màngi nyów would be rude, even if the participants were close friends.

Naam is the usual way of answering when called (compare the English yes for this purpose). In some cases, a person hailed by his given name (tur) will respond by calling out his family name (sant). A girl, for example, can express her respect to her parents or other older persons by answering with her family name:

A: Kumba! (her given name)

B: (answering) Ndóóy! (her family name)

When a girl is married she continues to respond with her family name when called by her husband.

People from some of the Moslem sects reply with the name of their religious chief (as a sign of religious devotion). A Mouride, for example, will answer: Mbake!

* * * * * * * * * * *

In conversations involving people who are well-acquainted, you will frequently hear contractions of certain Wolof words, such as in

Wa', lee' ma nyów. (Waaw, léégi ma nyów.) (C-2)

Your own use of such contractions, especially in your early speaking of Wolof should be limited to those social situations in which they are clearly appropriate.

Handout - 1

Note the difference between the affirmative and negative of the imperative in the following:

Toogal	Sit down!
Bul toog.	Don't sit down!

Listen to the following commands and indicate if they are affirmative or negative.

1.	affirmative	negative		1.	Bul toog!
2.	aff	neg		2.	Bul wax!
3.	aff	neg		3.	Waxal!
4.	aff	neg		4.	Toogal fii!
5.	aff	neg		5.	Laadyal Ken!
6.	aff	neg		6.	Bul laady Ken!
7.	aff	neg		7.	Bul ubbi bunt bi.
8.	aff	neg		8.	Bul toog tyi wet-u Cindy.
9.	aff	neg		9.	Waxal tyi wolof!
10.	aff	neg		10.	Bul wax tyi angale!
11.	aff	neg		11.	Bul tontu tyi angale!
12.	aff	neg		12.	Bul tarde!
13.	aff	neg		13.	Xoolal Ken!
14.	aff	neg		14.	Bul xool Cindy.
15.	aff	neg	(put your feet on the table)	15.	Bul teg sa-y tank tyi taabul bi.

Fold here

Note the difference between the affirmative and negative of the plural imperative in the following:

Lekk leen banaana yi.	Eat (you-pl) the bananas.
Bu leen lekk banaana yi.	Don't (you-pl) eat the bananas.

Listen to the following commands and indicate if they are affirmative or negative.

16.	aff	neg		16.	Toog leen fii.
17.	aff	neg		17.	Bu leen toog.
18.	aff	neg	(greet)	18.	Nuyyu leen Ken.
19.	aff	neg	(speak slowly)	19.	Bu leen wax ndànk!
20.	aff	neg	(speak like that)	20.	Bu leen wax noonu!

Handout - 2

If bul is followed by an object pronoun or a locative (place) pronoun, the -l is omitted and the negative form is shortened to bu:

Bu ma xool!   Don't look at me!
Bu fi aksi!   Don't come in here!

You've already had ma (me), la (you, singular), ko (him, her, it) and leen (them) as object pronouns. Note the use of nyu (us) as an object pronoun:

Bu nyu dimbëli! Don't help us!

Listen carefully as your teacher reads the following and write bul or bu in the blank.

1. _____ toog!
2. _____ ma xool!
3. _____ ko wax!
4. _____ wax Cindy!
5. _____ ma dyotali xorom!
6. _____ ko dimbëli!
7. _____ tarde!
8. _____ nyu wax!
9. _____ laady Sàmba!
10. _____ fi aksi!

In addition to bul or bu, write the object pronoun (ma, ko, nyu) if it occurs.

11. ____ ____ fab!
12. ____ ____ tontu tyi angale!
13. ____ ____ xool!
14. ____ ____ laady!
15. ____ ____ def loolu! (do that)
16. ____ ____ wax ndànk! (speak slowly)
17. ____ ____ dóórati! (hit again)
18. ____ ____ nég! (wait for)
19. ____ ____ tyi wax! (talk about it)
20. Seetal bu baax, wanté _____ ______ laal dara! (Look well, but don't touch anything.)

Fold here

1. Bul toog.
2. Bu ma xool.
3. Bu ko wax!
4. Bul wax Cindy!
5. Bu ma dyotali xorom!
6. Bu ko dimbëli.
7. Bul tarde!
8. Bu nyu wax!
9. Bul laady Sàmba!
10. Bu fi aksi!

11. Bu ko fab!
12. Bul tontu tyi angale.
13. Bu ma xool!
14. Bu nyu laady!
15. Bul def loolu!
16. Bul wax ndànk!
17. Bu ko dóórati!
18. Bu ma nég!
19. Bu nyu tyi wax!
20. Seetal bu baax, wanté bul laal dara!

Lesson 44 What are you doing here?

M-1

The situation for the followins is that the question is asked at the location indicated and refers to an action in progress. The question should not be used here to refer to an anticipated or habitual action.

tyi biro bi	Lan nga-y def tyi biro bi?	in the office	What are you doing in the office?
tyi sa néég	------------- tyi sa néég?	in your room	
tyi "Duckville"	------------- tyi "Duckville"?		
tyi butig bi	------------- tyi butig bi?	in the store	

M-2

[Ken]	Da ma-y xaar [Ken].		I'm waiting for Ken.
suma xarit	------------ suma xarit.	my friend	
direktëër bi	------------ direktëër bi.	the director	

* * * * * *

noppaliku	Da ma-y noppaliku.	rest
doxantu	------- doxantu.	walk about
dyënd	------- dyënd.	buy

C-1

A: Lan nga-y def tyi [biro bi]?

B: da ma-y [xaar direktëër bi].

C-2

A: Ana [Ken]?

B: Mungi tyi [néég-am].

A: Lan la-y def?

B: Dafa-y [noppaliku].

M-3

Teacher	Response	
Lan nga-y def tyi sa néég?	Lan nga fi-y def?	What are you doing here?
------------- tyi biro bi?	----------------?	
------------- tyi Duckville?	----------------?	
------------- tyi butig bi?	----------------?	

C-3

A: Lan nga fi-y def?
B: Da ma-y [noppaliku].

M-4

Teacher	Response
Lan nga-y def tyi Senegaal?	Lan ngéén di def tyi Senegaal?
------------- tyi biro bi?	---------------- tyi biro bi?
------------- tyi Duckville?	---------------- tyi Duckville?
------------- tyi butig bi?	---------------- tyi butig bi?

M-5

Teacher	Response
Da ma-y dyàngale.	Da nyu-y dyàngale angale.
------- xaar direktëër bi.	-------- xaar direktëër bi.
------- dyënd.	-------- dyënd.
------- doxantu.	-------- doxantu.

C-4

A: Lan ngéén di def tyi [Senegaal]?
B: Da nyu-y [dyàngale angale].

M-6

noppaliku	Da nyu-y noppaliku.	rest	We are resting.
waxtaan	-------- waxtaan.	converse	
fééxlu	-------- fééxlu.	get some fresh air	
werante	-------- werante.	argue	

C-5

The teacher talks to some of the students outside of the classroom during break-time.

T: Lan ngéén fi-y def?

S: Da nyu-y [fééxlu].

Or: Defu nyu fi dara. We're not doing anything.

Or: Dara.

TO THE TEACHER:

In these materials "Duckville" (M-1) stands for whatever town is near enough to the training program to be visited frequently by students for shopping and other purposes. Thus substitute the name of a local town wherever Duckville occurs.

TO THE STUDENT:

Often when one is learning a foreign language, friends will ask one to "say something in 'X'." While there are various ways to respond to such a request, they essentially want to hear strange and exotic sounds, while the learner is tempted to make some sort of cute remark. Perhaps you already have developed your own responses to the request, "say something in Wolof". If so, there is another to add it to your list, which combines an "exotic" sound with a cute remark:

Suma làmminy dafa tàxx. My tongue is stuck.

Ask your instructor to help you learn to pronounce the /xx/ in tàxx.

Lesson 45 I'm headed for town.

M-1

dëkk ba	Dëkk ba laa dyëm.	I'm headed for town.
post ba	Post ba --------.	
staad ba	Staad ba -------.	-------------- the stadium.
dyàkk dy	Dyàkk dya ------.	
butig ba	Butig ba -------.	
kër-sëriny ba	Kër-sëriny ba ---.	
guy ga	Guy ga ----------.	

C-1

S_1: Foo dyëm?

S_2: [Dëkk ba] laa dyëm.

Or: [Dëkk ba].

T: (To S_1) Fu mu dyëm?

S_1: [Dëkk ba] la dyëm.

Or: [Dëkk ba].

M-2

Da ma-y dem màrse.	I'm going to the market.
----------- doxantudyi.	I'm going to take a walk.

C-2

T: Da nga-y dem [màrse]?

S: Waaw.

C-3

T: Foo dyëm?

S: Dëkk ba laa dyëm.

T: Da nga-y [dem màrse]?

S: Waaw.

Or: Déédét. Da ma-y [doxantudyi].

M-3

Teacher	Response	Teacher	Response
Staad ba nga dyëm?	Waaw.	Da nga-y futbàli? (going to play soccer)	Déédét, da ma-y seetaani. (going to watch)
-----------?	----.	-------- seetaani?	------, ------- futbàli.

* * * * *

Post ba nga dyëm?	Waaw.	Da nga-y dyëndi tembar? (going to buy a stamp)	Déédét, da ma-y yónné xaalis. (sending money)
----------?	----.	-------- yónné xaalis?	------, ------- dyëndi tembar.

C-4

Repeat C-3, using staad ba and post ba as additional destinations.

Handout - 1

E-1

Teacher	Response
seet (look at)	seeti (go to visit)
reer (eat supper)	reeri (go to eat supper)
futbàl	futbàli
seetaan (watch)	seetaani (go to watch)
dyënd	dyëndi

* * * * *

fo (play)	foyi (go to play)

* * * * *

doxantu	doxantudyi
sangu	sangudyi
fadyu (nurse, treat medically)	fadyudyi (go for treatment)

M-4

Duckville	Duckville laa dyëm.		I'm headed for Duckville.
Leakey Hall	Leakey Hall ------.		
lopitaal	Lopitaal ---------.	(hospital)	
géédy	Géédy ------------.	(ocean)	
lekool	Lekool ------------.		
dispanseer	Dispanseer -------.		
màrse	Màrse ------------.		

C-5

A: Foo dyëm?

B: [Duckville] laa dyëm.

M-5

Teacher	Response	Teacher	Response
Da nga-y dyëm lopitaal?	Waaw.	Da nga-y fadyudyi?	Déédét, da may-y seeti kenn. (going to visit someone)
-------------.	----.	-------- seeti kenn?	------, -------- fadyudyi.
*	* *	* *	* *
Da nga-y dyëm géédy?	----.	Da nga-y dyëndi dyën? (buy fish)	Déédét, da ma-y sangudyi.
-------------.	----.	-------- sangudyi?	------, da ma-y dyëndi dyën.
*	* *	* *	* *
Da nga-y dyëm Leakey Hall?	Waaw.	Da nga-y foyi?	Déédét, da ma-y reeri.
-------------.	----	-------- reeri?	------, ------- foyi.

C-6

Repeat C-3, using lopitaal, géédy, and Leakey Hall as additional destinations.

C-7

T:	Foo dyëm nii?	Where are you off to just now? (lit. like this)
S:	Da ma-y [sangudyi] Yow nag?	I'm going to take a bath. How about you?
T:	Da ma-y [dem wànag wa].	I'm going to the toilet.

C-8

T:	Fu [Ken] nekk?	Where is Ken?
	Or: Ken, fu mu nekk?	
S:	Dafa [dyëndi sigaret].	He went to buy cigarettes.

Use the above in subsequent classes to ask about student absences.

TO THE STUDENT:

Rather than ask directly in C-3, "What are you going to do in town?", the Wolof prefers the indirect approach of asking a yes/no question (usually involving an activity commonly associated with the particular destination):

dëkk ba (town)

Are you going to the market?
Are you going for a walk?

staad ba (stadium)

Are you going (there) to play football?
Are you going (there) to watch?

Handout - 1

The suffix -i is added to a verb to convey the notion of going elsewhere to do the action indicated by the verb:

Màngi reeri. I'm going (elsewhere) to eat dinner.

Màngi dyëndi dyën. I'm going (elsewhere) to buy fish.

If the verb ends in a vowel, the form of this suffix changes slightly:

-yi after monosyllabic verbs:

Màngi foyi. I'm going (elsewhere) to play.

-dyi after polysyllabic verbs:

Màngi sangudyi. I'm going (elsewhere) to bathe.

Listen to the following verbs, and write -i, (-yi, -dyi) in the appropriate blank. If the verb occurs without one of these suffixes, put a large "X" in the blank.

1.	reer ______	(eat dinner)	1.	reeri
2.	futbàl _____	(play football)	2.	futbàli
3.	seetaan _____	(watch)	3.	seetaani
4.	seetaan _____		4.	seetaan
5.	doxantu _____		5.	doxantu
6.	doxantu _____		6.	doxantudyi
7.	Màngi dyënd ____ dyën.	(buy)	7.	Màngi dyëndi dyën.
8.	Màngi fo ____.	(play)	8.	Màngi foyi.
9.	Da ma-y sangu ____.	(bathe oneself)	9.	Da ma-y sangudyi.
10.	Da ma-y fadyu ____.	(be treated)	10.	Da ma-y fadyudyi.
11.	Mángi dox ____.		11.	Màngi doxi.
12.	Mángi fanaan ____.	(spend the night)	12.	Màngi fanaani.

Fold here

Some verbs normally end in i; note that these take the suffix -dyi to indicate the notion of "going elsewhere" to do something.

13.	dyulli _____	(pray)	13.	dyullidyi
14.	ndékki _____	(eat breakfast)	14.	ndékkidyi
15.	Da ma-y ubbi ____ bunt bi.		15.	Da ma-y ubbidyi bunt bi.
16.	Da ma-y ubbi ____ bunt bi.		16.	Da ma-y ubbi bunt bi.

-Fold here----

Lesson 46 When will you take me to the movies?

M-1

sinema	Kany nga ma-y yóbbu sinema?	When will you take me to the movies?
Duckville	------------------- Duckville?	
Gore	------------------- Gore?	
Sumbudyun	------------------- Sumbudyun?	
[ ]	------------------- [ ]?	

C-1

S: Kany nga ma-y yóbbu [sinema]?

T: Di naa la yóbbu ëllëg. I'll take you there tomorrow.

After each student has had opportunity to participate in the above at least once, teach them to respond to the promise as follows:

S: Di naa la xaar. I will wait for you.

In place of ëllëg, you can also use tey (today), ngoon (afternoon, evening), tey tyi guddi (tonight), and altine (Monday).

M-2

sinema	Di naa la yóbbu sinema.	I'll take you to the movies.
Duckville	--------------- Duckville.	
Gore	--------------- Gore.	
Sumbudyun	--------------- Sumbudyun.	

M-3

ëllëg	Ëllëg, bu neexee Yàlla.	tomorrow	Tomorrow, if it please God.
tey	Tey, -----------------.	today	
ngoon	Ngoon, bu neexee Yàlla.	tonight	
altine	[Altine] -------------.	Monday	

C-2

A: Di naa la yóbbu [sinema].

B: Kany?

A: [Ëllëg], bu neexee Yàlla.

M-4

ëllëg	Di na ma yóbbu ëllëg.	He'll take me tomorrow.
tey	______________ tey.	
ngoon	______________ ngoon.	
altine	______________ altine.	

C-3

S_1: Kany nga ma-y yóbbu [sinema]?

S_2: Di naa la yóbbu [ëllëg].

T: (To S_1) Kany la la-y yóbbu [sinema]? When will he take you to the movies

S_1: Di na ma yóbbu [ëllëg].

M-5

tyeeb-u dyën	Di naa togg tyeeb-u dyën.	rice and fish	I'll cook rice and fish.
tyere	----------- tyere.	cous-cous	
maafe	----------- maafe.	peanut sauce	
yaasa	----------- yaasa.	grilled chicken	

C-4

W: Di naa togg [tyeeb-u dyën].

LL: Kany?

W: [Altine], bu neexee Yàlla.

M-6

In place of sa dyabar substitute sa dyëkkër, sa xarit, Ken, Cindy, Sàmba, Dyuuf, etc.

Teacher	Response
Nuyyul ma sa waa kër.	Di na nyu ko dégg.
Nuyyul ma [sa dyabar].	Di na ko dégg.

C-5

T: Màngi nyów dem.
[Fanaanal] ag dyàmm.
S: Dyàmm ag dyàmm.
T: Nuyyul ma [sa waa këer].
S: Di [na nyu] ko dégg.

TO THE STUDENT:

When the incompletive di occurs at the beginning of a sentence, it usually refers to future events (as in this lesson) or to habitually occurring events.

Lesson 47 Today is Friday.

M-1

Use a current calendar for teaching the following.

bés	Lii bés la.	day	This is a day.
weer	Lii weer la.	month, moon	
at	Lii at la.	year	

C-1

T: Won ma [bés bi].
S: (Points)
Or: Mungi.

M-2

Point to the appropriate days as you present the following. Do not have the students memorize these sentences.

addyuma	Lii addyuma la.	This is Friday.
sàmdi	Lii sàmdi la.	------- Saturday.
dimaans	Lii dimaans la.	------- Sunday.

C-2

T: Won ma [addyuma].
S: (Points)

M-3

addyuma	Tey addyuma la.	Today is Friday.
sàmdi	Tey sàmdi la.	
dimaans	Tey dimaans la.	

C-3

T: Tey lan la?
S: Tey [addyuma] la.
Or: [Addyuma].

M-4

Point to the appropriate days on the calendar as you present the following. Have students memorize these sentences.

Tey sàmdi la.	Today is Saturday.
Ëllëg dimaans la.	Tomorrow is Sunday.
Démba addyuma la woon.	Yesterday was Friday.

C-4

T: [Tey] lan la?

S: [Tey] [sàmdi] la.

M-5

altine	Lii altine la.	Monday	This is Monday.
talaata	Lii talaata la.	Tuesday	
allarba	Lii allarba la.	Wednesday	
alxames	Lii alxames la.	Thursday	

C-5

T: Won ma [altine].

S: (Pointing)

M-6

Using a current calendar point to the actual day on which the lesson is being taught and have students memorize the following sentences with the appropriate days.

Tey [   ] la.
Ëllëg [   ] la.
Démba [   ] la woon.

C-6

T: Tey lan la?

S: Tey [   ] la.

T: Démba lan la woon?

S: Démba [   ] la woon.

M-7

bërke-démba [ ] la woon.	Day before yesterday was [ ].
ginnaaw-ëllëg [ ] la.	Day after tomorrow is [ ].

C-7

Repeat C-6, asking also about ëllëg, bërke-démba and ginnaaw-ëllëg.

Lesson 48 Are you going to town?

M-1

sinema	Kany la [Ken] di yóbbu [Cindy] sinema?	When will Ken take Cindy to the movies?
Duckville	----------------------------Duckville?	
Gore	----------------------------Gore?	

C-1

S: Kany la [Ken] di yóbbu [Cindy] [sinema]?

T: Di na ko yóbbu [ëllëg].

Or: Ken di na yóbbu Cindy [ëllëg].

In place of ëllëg use also:

tey tyi guddi	**(this evening)**
tey tyi ngoon	**(this afternoon)**
addyuma	**(Friday)**
sàmdi	**(Saturday)**
dimaans	**(Sunday)**

M-2

sinema	Ken di na yóbbu Cindy sinema.	Ken is going to take Cindy to the movies.
[ ]	-------------------- [ ].	

C-2

A: [Ken] di na yóbbu Cindy [sinema].

B: Kany?

A: Defe naa [ëllëg]. I think tomorrow.

E-1

Let students hear the difference between the following group of sentences.

Kany la Ken di nyów? (When will Ken come?)	Kany la Lisa-y nyów? (When will Lisa come?)
------- Tom di ----?	------- Sàmba-y ----?
------- Assan di ----?	------- Tafa-y ----?
------- Bookar di ----?	------- Ibba-y ----?
------- Moomar di ----?	------- Faatu-y ----?

Handout - 1

Handout - 2

M-3

sinema	[Ken] di na yóbbu [Cindy] sinema.	Ken is taking Cindy to the movies.
[ ]	[Ken] di na yóbbu [Cindy] [ ].	

C-3

A: [Ken] di na yóbbu [Cindy] sinema.

B: Kany?

A: Defe naa [tey tyi guddi].

C-4

T: Kany ngéén di dem [sinema]?

S: [Tey tyi guddi], bu neexee Yàlla.

M-4

Sumbudyun	Di nga ma yóbbu [Sumbudyun]?	Will you take me to Soumboudioune?
[ ]	--------------- [ ]?	

* * * * * * * * * * * * *

Sumbudyun	Di ngéén ma yóbbu [Sumbudyun]?	Will you (pl) take me to Soumboudioune?
[ ]	----------------- [ ]?	

C-5

S:	Di [nga] ma yóbbu [Sumbudyun]?	Will you take me to Soumboudioune?
T:	Waaw.	Yes.
S:	Kany la nyu-y dem?	When are you going?
T:	Saa yu la neexe.	Whenever you want.

M-5

dëkk ba	Di nga dem dëkk ba?	town	Are you going to town?
post ba	---------- post ba?	the post office	
butig ba	---------- butig ba?	the store	
màrse	----------- màrse ?	market	
géédy	----------- géédy?	sea	
dispanseer	----------- dispanseer?	dispensary	

C-6

A: Di nga dem [dèkk ba]?

B: Waaw, bu neexee Yàlla.

Handout 1

The indication that the action of a verb is not yet completed appears in two different ways in Wolof sentences. When followed by the verbal marker na, the form is invariably di, as it is also when introducing a subordinate part of a sentence:

Di na dem dëkk ba.	He'll go to town.
Munga fa di sant.	He's fine. (lit: (there, giving praises)

In other situations, incompletion is indicated by the use, immediately before the verb, of the form di when the preceding word ends in a consonant and -y when the preceding word ends in a vowel.

Kany ngéén di dem?	When are you going?
Kany la nyu-y dem?	When are we going?
Kany la Ken di yóbbu Cindy sinema?	When will Ken take Cindy to the movies?
Kany la Tafa-y yóbbu Cindy sinema?	When will Tapha take Cindy to the movies?

1.	... Tafa di/-y ...?	1.	Kany la Tafa-y nyów?
2.	... Tom di/-y ...?	2.	Kany la Tom di nyów?
3.	...Asan di/-y ...?	3.	Kany la Asan di nyów?
4.	... Faatu di/-y ...?	4.	Kany la Faatu-y nyów?
5.	... nga di/-y ...?	5.	Kany nga-y nyów?
6.	... Ken di/-y ...?	6.	Kany la Ken di yóbbu Cindy sinema?
7.	... ko di/-y ...?	7.	Kany la Ken ko-y yóbbu Duckville?
8.	... nga di/-y ...?	8.	Kany nga-y dem Dàkaar?
9.	...ngéén di/-y ...?	9.	Kany ngéén di dem Dàkaar?
10.	di/-y	10.	Kany la Sàmba-y dem Dàkaar?
11.	di/-y	11.	Kany la Moomar di dem Dàkaar?
12.	di/-y	12.	Lan nga-y def tyi Senegaal?
13.	di/-y	13.	Lan ngéén di def tyi Senegaal?
14.	di/-y	14.	Di naa togg tyeeb.
15.	di/-y	15.	Tom di na ko lekk.
16.	Sàmba di/-y na la yóbbu sinema.	16.	Sàmba di na la yóbbu sinema.

Fold Here

17. di/-y
18. di/-y
19. di/-y
20 di/-y
21. di/-y

----------Fold Here----------

17. Mungi leen di xaar.
18. Da ngéén di fo.
19. Ken, lan la-y lekk.
20. Lan la Ken di lekk?
21. Bunt bi la Ken di xool.

Handout 2

It is important that you hear the difference between naa and na in sentences like the following:

Di naa la yóbbu sinema.
(I'm going to take you to the movies.)

Di na la yóbbu sinema.
(He's going to take you to the movies.)

Listen as your teacher reads the following sentences and indicate whether the subject reference is I (naa) or he/she (na).

1.	I	he/she
2.	I	he/she
3.	I	he/she
4.	I	he/she
5.	I	he/she
6.	I	he/she
7.	I	he/she
8.	I	he/she

Note how the you (sg) and you (pl) subjects are indicated in the following:

Di nga ma yóbbu sinema?
(Will you take me to the movies?)

Di ngéén ma yóbbu sinema?
(Will you (pl) take me to the movies?)

Indicate in the following whether the subject reference is you (sg) or you (pl):

9.	nga (you)	ngéén (you pl)
10.	nga (you)	ngéén (you pl)
11.	nga (you)	ngéén (you pl)
12.	nga (you)	ngéén (you pl)
13.	nga (you)	ngéén (you pl)
14.	nga (you)	ngéén (you pl)

Fold Here

1. Di naa la yóbbu [Duckville].
2. Di na la yóbbu sinema.
3. Di na yóbbu Cindy sinema.
4. Di naa dem sinema.
5. Di na togg tyeeb-u dyën.
6. Di na ko dëgg.
7. Di naa ko togg.
8. Di naa ko nuyyu.

9. Di nga dem sinema tey tyi guddi?
10. Di ngéén dem [Duckville] ëllëg?
11. Di nga togg tyeeb?
12. Di ngéén yóbbu Cindy biro?
13. Di ngéén ko yóbbu sinema?
14. Di nga ko nuyyu?

Listen as your teacher reads the following and write naa, nga, na, or ngéén:

15. Di ______dem sinema.
16. Di ______dem sinema.
17. Di ______ko togg.
18. Di ______ma yóbbu [Duckville]?
19. Di ______ma yóbbu Sumbudyun?
20. Di ______ko def.
21. Di ______ko dëgg.
22. Di ______ko dëgg.
23. Di ______gis Ken ag Cindy?

--Fold Here--

15. Di na dem sinema.
16. Di nga dem sinema.
17. Di naa ko togg.
18. Di nga ma yóbbu [Duckville]?
19. Di ngéén ma yóbbu Sumbudyun?
20. Di naa ko def.
21. Di na ko dégg.
22. Di nga ko dégg.
23. Di ngéén gis Ken ag Cindy?

Lesson 49 Do you have a wife?

M-1

dyabar	Am nga dyabar?	wife/wives	Do you have a wife/wives?
dyëkkër	------ dyëkkër?	husband	
doom	------ doom?	child/children	

C-1

Use dyabar and dyëkkër in the following.

A: Am nga [dyabar]?

B: Déédét.

Or: Waaw.

* * * * * *

A:	Ana mu?	
B:	Mungi fii.	She's here.
Or:	Munga suma rééw.	She's in my country.

M-2

góór	Góór rek laa am.	I only have boys (lit : man, male).
dyigéén	Dyigéén -------.	I only have girls (lit : women, female).

C-2

W: Am nga doom?

LL: Déédét.

Or: Waaw.

* * * * * *

W:	Góór la nyu walla dyigéén?	Are they boys or girls?
LL:	[Góór] rek laa am.	

M-3

Nyaar-i doom yu góór laa am.	I have two boys (lit : children which are males)
-------------- dyigéén ---.	I have two girls.

* * * * * *

Nyett-i doom yu góór laa am.	I have three boys.
--------------- dyigéén ---.	

Teach the appropriate higher numbers to any students who have more than three boys or girls.

C-3

W:	Am nga doom?	
LL:	Waaw.	
W:	Góór la nyu walla dyigéén?	
LL:	[Góór] rek laa am.	
W:	Nyaata nga tyi am?	How many of them do you have?
LL:	Nyaar-i doom yu [góór] laa am.	

M-4

Teach whatever additional sentences that are necessary so that each student can answer accurately about his own children.

Góór ag dyigéén laa am.	I have boys and girls.
Am naa benn bu [góór].	I have one boy (lit : one who is male).
Am naa benn bu [góór] ag [nyaar] yu [dyigéén]. etc.	I have one boy and two girls.

[Tom Libbey] am na dyabar?	Does Tom Libbey have a wife?
[Lisa Day] ------- dyëkkër?	
[ ] ------- doom?	

C-4

Repeat C-1, asking about the marital status of various members of class and any other persons outside the class who are known to all the students.

[Tom Libbey] am na [dyabar]?

M-6

Góór rek la am.	He only has boys.
Dyigéén -------.	

* * * *

Nyaar-i góór la am.	He has two boys.
------- dyigéén ---.	

Practice whatever further statements are necessary to answer about the number and sex of the children of members of the class.

M-7

Am naa benn mag.	I have an older brother/sister.
----------- rakk.	I have a younger brother/sister.

* * * *

Am naa benn mag bu góór.	I have an older brother (lit: male sibling).
Am naa benn rakk bu góór.	I have a younger brother.

* * * *

Am naa benn mag bu dyigéén.	I have an older sister.
----------- rakk ---------.	

C-5

W: Am nga mag ag rakk?

LL: Déédét.

Or: Waaw.

* * * *

W: Nyaata rakk ag nyaata mag?

LL: Am naa benn [mag].

M-8

Teach whatever additional sentences that are necessary so that each student can answer fully about his brothers and sisters in C-5.

M-9

Suma yaay gaanyu na.	My mother is deceased.
----- pàpp --------.	My father is deceased.
Gaanyu na nyu.	They are deceased.

C-6

W:	Naka sa yaay ag sa pàpp?	How about your mother and father?
LL:	Nyunga fa.	
	Or: Gaanyu na nyu.	

M-10

Suma yaay angi dund ba tey.	My mother is still (lit : until today) living.
---- pàpp ----------------.	

C-7

W: Naka sa yaay ag sa pàpp?
LL: Suma [yaay] gaanyu na,
waaye suma [pàpp] angi dund ba tey.

C-8

T: Naka [sa rakk] tudd?
S: [Don] la tudd.

Also ask for the names of the following: sa mag (your older brother/sister), sa-y mag (your older brothers/sisters), sa-y rakk (your younger brothers/sisters), sa dyabar (your wife), sa dyëkkër (your husband), sa doom (your child), sa-y doom (your children)

TO THE TEACHER:

Teach the M- and C-phases in this lesson only to the extent that they are applicable to members of the class. Each student should be able to answer about his own family status, though not necessarily about that of all the other members of the class.

TO THE STUDENT:

Questions about one's marital status, children, and brothers/sisters will be asked frequently and directly. Asking about parents is somewhat more delicate, so that the questions are likely to be indirect (C-6). (Under no circumstances ask Am nga sa pàpp/yaay? -- This would constitute an insult!)

Lesson 50 Won't you buy some sugar for me?

C-1

T: Foo dyëm?

S_1: Da ma-y dem dispanseer.

T: Xanaa doo dem lekool tey? — Is it that you're not going to school today?

S_1: Déédét, da ma feebar.

* * * *

T: (To S_2) Du dem lekool tey?

S_2: Déédét, dafa feebar.

M-1

Teacher	Response	Response
Xanaa Ken du dem lekool tey?	Waaw, di na dem lekool tey.	Déédét, du dem lekool tey.
---------------- dëkk ba?	--------------- dëkk ba.	------, ------ dëkk ba.
---------------- liggééy?	--------------- liggééy.	------, ------ liggééy.

* * * *

Teacher	Response	Response
Xanaa doo dem lekool tey?	Waaw, di naa dem lekool tey.	Déédét, du ma dem lekool tey.
------------- dëkk ba?	---------------- dëkk ba.	------, --------- dëkk ba.
------------- liggééy?	---------------- liggééy.	------, --------- liggééy.

C-2

T: Foo dyëm?

S: Dëkk ba.

T: Doo dem màrse?

S: Déédét, tey du ma dem màrse. Da ma-y doxantudyi. — No, today I'm not going to the market. I'm going for a walk.

C-3

T: Doo dem [lekool] tey?

S: Waaw, di naa dem [lekool] tey.

Or: Déédét, du ma dem [lekool] tey.

M-2

anyi	Doo dem anyi?	go eat lunch	Aren't you going to eat lunch?
reeri	------- reeri?	go eat dinner	

C-4

S:	Foo dyëm?	
T:	Màngi dyëm suma kër.	
S:	Doo dem [anyi]?	
T:	Déédét, ndax tey xiifu ma.	No, because I'm not hungr

M-3

[Cindy]	[Ken], doo wuyyu [Cindy]?		Ken, aren't you going to answer Cindy?
sa xarit	-----, --------- sa xarit?	your friend	
sa dyàngalekat	----, --------- sa dyàngalekat ?	your teacher	
sa direktëër	----, --------- sa direktëër ?	your director	

C-5

[Cindy]:	[Ken]! [Ken]! [Ken]!	
A:	[Ken], doo wuyyu [Cindy]?	
	Or: Doo wuyyu?	
[Ken]:	Da nga ma-y woo?	Are you CALLING me?
[Cindy]:	Waaw.	
[Ken]:	Ma nyów.	I'm coming.

C-6

[Cindy]:	[Ken]! [Ken]! [Ken]!	
A:	[Ken] wuyyul.	
	Or: Doo wuyyu?	
[Ken]:	Kan man?	Who me?
	Waaw, màngi nyów.	

M-4

Doo ma yóbbu [sinema]?	Won't you take me to the movies?
------ dyotali [suukër si]?	--------- pass me the sugar?
------ dyox [téére bi]?	--------- give me the book?
------ won [post bi]?	--------- show me (the way to) the post office?
------ dimbëli fii?	--------- help me here?
------ nuyyu?	--------- greet me?

C-7

S: Doo ma yóbbu [sinema]?

T: Âhâ kany, tey tyi ngoon, di naa la yóbbu [sinema].

C-8

S: Doo ma dyotali [suukër si]?

T: Am.

S: Dyërëdyëf.

T: Waaw kany.

C-9

S: Doo ma dimbëli fii?

T: Xaar ma, màngi nyów.

D-1

A language learner needs directions and asks a stranger walking in the same direction.

LL:	[Góór gi], doo ma won [post bi] te baal ma?	Excuse me, sir, won't you show me (the way) to the post office?
W:	Dyubëlël, mungi nale tyi sa kanam.	Go straight on, it's that way, ahead of you.
LL:	Dyërëdyëf.	
W:	Waaw kany.	

D-2

W:	Butig-u naar ba nga dyëm?	
LL:	Waaw.	
W:	Doo ma dyëndël suukër?	Would you buy some sugar for me?
LL:	Indil!	Bring (it)! (A request for the money).
W:	Dyërëdyëf.	
LL:	Waaw kany.	

C-10

T:	Doo ma laadyal [Ken], lu mu-y def fale?	Would you ask [Ken] (for me) what he is doing there?
S_1:	Baax na.	

* * * * *

S_1:	(To S_2) Loc-y def?	
S_2:	Defu ma fi dara.	I'm not doing anything here.
Or:	Da ma-y xaar [suma xarit].	I'm WAITING for my friend.

* * * * *

S_1:	(To T) Nee na: Dafa-y xaar [xarit-ëm].	He said he is WAITING for his friend.

TO THE STUDENT:

While the regular imperative is quite proper for giving commands or making requests, there are times when it is desirable to show some measure of deference or courtesy. One of the ways of doing this is to use *doo* (won't you) in a question:

Doo ma won post bi?	Won't you (please) show me (the way to) the post office?

To this may also be added *baal ma* (excuse me):

Doo ma won post bi, te baal ma?	Excuse me, won't you (please) show me (the way to) the post office?

In D-2 and C-10 you may have noticed the suffix -*al* (-*ël*):

Doo *ma* laady*al* Ken?	Won't you ask Ken *for me*?
Doo *ma* dyënd*ël* suukër?	Won't you buy some sugar *for me*?

Most verbs have this suffix (-al/-ël; -l after vowels) when the action is expressly done for the benefit of someone (hence it is often called the "benefactive"):

Doo ma taalal làmp bi?	Won't you light the lamp for me?
Doo ma toggal tyeeb-u dyën tey?	Won't you cook some rice and fish for me today?
Doo ma ubbil palanteer bi?	Won't you open the window for me?
Nuyyul ma waa kër ga.	Greet the family for me.

In M-4 note that ma ("me") is involved in the actions rather than simply a bystander for whom the actions are carried; hence, the benefactive suffix -al is not used.

Note the following proverb:

Du yàpp, du dyën.	He's nothing (lit : he's not meat, he's not fish).

Lesson 51 Leavetaking: I'm going to lunch.

M-1

Use pictures or blackboard sketches for teaching the basic meanings of the verbs in the following.

Teacher	Response	
Màngi dem any.	Màngi anyi.	I'm going to eat lunch.
--------- reer.	----- reeri.	I'm going to eat dinner.
--------- lekk.	----- lekki.	I'm going to eat.
--------- tëdd.	----- tëddi.	I'm going to bed.
--------- dyàng.	----- dyàngi.	I'm going to class.

C-1

A language learner and a Wolof friend meet briefly, and then the learner wants to be on his way.

LL: Màngi [anyi].

W: Baax na. Ba [beneen].

M-2

dyàngi	Da ma-y dyàngi suba, moo tax.	go to school	I'm going to school, that's why.
liggééyi	------- liggééyi ---, --- ---.	go to work	

D-1

A language learner wants to take leave from his Wolof friends late in the evening.

LL:	Éé, gaa nyi màngi nelawi waay.	Hey guys, I'm leaving to go get some sleep.
W:	Xaat! Waay, toogal waay!	Already! Come on, buddy, stay!
LL:	Da ma-y [dyàngi] suba, moo tax.	I have to go to school tomorrow, that's why.

W:	Nyun itam, da nyu-y [dyàngi]!	We also are going to class [tomorrow].
LL:	[Suma rakk], tey da ma sonn waay.	
W:	Baax na. Ba suba.	

Use also liggééyi (work) in place of dyàngi.

D-2

A language learner and some of his Wolof friends are talking. He wants to leave.

LL:	Éé, gaa nyi, màngi doxi waay.	Hey guys, I'm leaving to go take a walk.
W_1:	Waay, toogal waay! Fan nga dyëm?	
LL:	Di naa seeti suma benn xarit.	I'm going to go visit one of my friends.
W_1:	Xaaral ba suba!	
W_2:	Fan la nekk? Sore na?	Where is he? Is it far?
LL:	Déédét, fii rek. Màngi nyów léégi.	No, right around here. I'm coming right back.
W_2:	Baax na. Nyuŋ la-y xaar.	We'll be waiting for you.

D-3

Fatou is in another part of the house when her mother calls her from the kitchen.

Yaay:	Faatoo! Faatoo!	
Faatu:	Yaa' booy!	
Yaay:	Kaay dyëndi [këriny]!	(lit : Come go buy [charcoal].)
Faatu:	Ma nyów.	

E-1

Teacher	Response
Bookàr	Bookàr-oo!
Asan	Asan-oo!
Asiis	Asiis-oo!
Màgget	Màgget-oo!
Ab'lày	Ab'lày-oo!
********	
Awa	Awaa!
Tafa	Tafaa!
Sàmba	Sàmbaa!
Ndyàga	Ndyàgaa!
********	
Ndumbé	Ndumbéé!
Ngóné	Ngónéé!
Ndate	Ndatee!
********	
Ami	Amee!
Xàdi	Xàdee!
********	
Tyerno	Tyernoo!
Faatu	Faatoo!
Koddu	Koddoo!

D-4

A Wolof neighbor who wants to go to the market asks the language learner to watch the children or something else (tyin, cooking pot; yëf, things, etc.).

W: [Cindy], màngi duggi te nyów.
Doo ma xoolal [xale yi]?

Cindy, I'm going to the market (lit: going to enter) and coming back. Won't you watch the children for me?

LL: Âhâ kaay, demal te nyów.
W: Dyëredyëf waay.
LL: Waaw kany.

C-2

A:	Màngi [anyi]. Doo nyów.	Aren't you coming?
B:	Dyërëdyëf. Suur naa.	Thanks. I'm full.
	Ba [beneen].	Until another [time].

TO THE STUDENT:

While the general meaning of màngi dem tëdd and màngi tëddi is the same, they are used in different circumstances:

> Màngi tëddi is used in the evening and means "going to bed" (in the usual place).
>
> Màngi dem tëdd is used at other times of the day when one has participated in a game or some other form of strenuous activity and means "going somewhere to rest."

The -i suffix frequently is used to indicate that one is going to the usual place to do something, while dem + VERB indicates that one is going to a special (not the usual) place to do something:

	VERB + -i (-dyi)		dem + VERB
reeri	go have supper (at home or in the usual place)	dem reer	go have supper (at a friend's, restaurant or someplace other than the usual place)
dyàngi	go to school (the usual place to learn)	dem dyàng	go somewhere (other than school) to read or study
dyullidyi	go to pray (at the mosque)	dem dyulli	go to pray (somewhere)
doxaani	go visit one's girl friend	dem doxaan	go walk about looking for girl friends
waxtaani	go chat with friends (a customary activity)	dem waxtaan	go chat with some particular person

Much of the courting in Senegal is on a casual basis: a young man just happens to walk by (doxaan) the house of the girl (or girls) that interests him, hoping for an invitation to join the family or the circle of friends.

When calling someone who is at a distance, Wolofs often add -oo on the end of a name (D-3 and E-1):

> Bookàr-oo!
> Asan-oo!

Adding -oo to the end of names ending in a vowel brings about changes in the final vowel:

Awaa!	(Awa + oo)
Ndumbéé!	(Ndumbé + oo)
Amee!	(Ami + oo)
Faatoo!	(Faatu + oo)

The invitation in C-2 is very casual, and is usually not intended as a serious invitation. Such invitations are a form of politeness and may be politely refused by saying suur naa (I'm full).

Lesson 52 I can't do it.

M-1

Teacher	Response
Mun nga fééy? (Can you swim?)	Waaw, mun naa fééy. (Yes, I can swim.)
------- dawal?	----, ------- dawal. (drive)
------- fetty?	----, ------- fetty. (dance)
------- togg?	----, ------- togg. (cook)

C-1

T: Mun nga [fééy]?

S_1: Waaw, mun naa [fééy].
Or: Waaw, mun naa.

* * * *

T: (To S_2) Mun na [fééy]?

S_2: Waaw, mun na [fééy].

M-2

Teacher	Response
Mun nga fééy?	Déédét, munu ma fééy. (No, I can't swim.)
------- dawal?	------, ------- dawal.
------- fetty?	------, ------- fetty.
------- togg?	------, ------- togg.

C-2

T: Mun nga [fééy]?

S: Waaw, mun naa [fééy].
Or: Déédét, munu ma [fééy].
Or: Déédét, munu ma.

M-3

woto	Mun nga dawal woto?	a car	Can you drive a car?
welo	------------- welo?	a bike	

* * * *

sabar	Mun nga fetty sabar?	sabar (Senegalese dance)
pattyanga	------------- pattyanga?	cha-cha-cha

tyeeb	Mun nga togg tyeeb?	rice
tyere	------------ tyere?	cous-cous

M-4

waaw	Waaw, mun naa ko.	Yes, I can do it.
déédét	Déédét, munu ma ko.	

C-3

A: Mun nga [dawal woto]?

B: Waaw, mun naa ko.
Or: Déédét, munu ma ko.

M-5

Teacher	Response	
Woyal!	Munu ma woy.	I can't sing.
Fettyal!	------- fetty.	------- dance.
Tattyul!	------- tattyu.	------- clap.
Tëggal!	------- tëgg.	------- beat the drum.

* * * *

Doxal!	------- dox, suma tànk da-y metti.	I can't walk, my foot hurts.
Tëggal!	------- tëgg, suma loxo da-y metti.	
Bindël!	------- bind, Suma baaraam da-y metti.	I can't write, my finger hurts.
Fettyal!	------- fetty, suma ndigg da-y metti.	I can't dance, my back hurts.

C-4

A:	[Bindël]!	
B:	Munu ma [bind].	
A:	Lu tax?	Why?
B:	Suma [loxo] da-y metti.	

C-5

T: Lu la dyot?

S: Da ma feebar.

T: Lu la-y metti?

S: Suma [tànk].

M-6

Review C-1.

féėy	Ken mun na féėy kay.	Ken is definitely able to swim.
dawal	---------- dawal ---.	
fetty	---------- fetty ---.	
togg	---------- togg ---.	

C-6

S:	[Ken] mun na [féėy]?	
T:	Waawaaw, mun na [féėy] kay.	
	Or: Déédét, munul [féėy].	No, he can't swim.
	Or: Déédét, munul dara.	No, he can't do anything.

If there is time, also use de in place of kay.

TO THE TEACHER:

Add the following to your classroom phrases:

Ku ma mun-a tontu?	Who can answer me?

Lesson 53 Do you understand Wolof?

M-1

tubaab	Dégg naa tuuti tubaab.	French	I understand a little French.
wolof	-------------- wolof.	Wolof	
purtugees	-------------- purtugees.	Portuguese	

C-1

T:	Dégg nga [wolof]?	Do you understand Wolof?
S:	Waaw, dégg naa tuuti [wolof].	
Or:	Dégg naa tyi tuuti.	I understand a little of it.
Or:	Tuuti rek laa tyi dégg.	It's only a little of it that I understand.

M-2

tubaab	Déggu ma tubaab.	I don't understand French.
wolof	-------- wolof.	
purtugees	-------- purtugees.	
tukulóór	-------- tukulóór.	------------------ Toucouleur.

C-2

T: Dégg nga [purtugees]?

S: Déédét, déggu ma [purtugees].

M-3

angale	Angale rek laa dégg.	It's only English that I understand.
tubaab	Tubaab ------------.	
espànyol	Espànyol ------------.	

C-3

T: Dégg nga [purtugees]?

S: Déédét, [tubaab] rek laa dégg.

M-4

tubaab	Dégg nga tubaab?	Do you understand French?
angale	Dégg nga angale?	
wolof	-------- wolof?	
sééréér	---------sééréér?	

C-4

LL: Dégg nga [angale]?

W: Déédét, [tubaab] rek laa dégg.
Or: Tuuti rek laa tyi dégg.
Or: Déédét, dégg naa [tubaab] rek.

M-5

Teacher	Student
Xam nga Pari?	Déédét, xa'u ma Pari.
Xam nga [ ]?	------, ------- [ ].

C-5

Also include the names of some cities which students are likely to have visited.

T: Xam nga [Pari]?

S: Déédét, xa'u ma [Pari].
Or: Waaw, xam naa [Pari].

M-6

Teacher	Response
Xam nga Tafa Mbày?	Déédét, xa'u ma ko.
------- [ ]?	------, ----------.

C-6

Also include the names of some people who are likely to be known to the students.

T: Xam nga [Tafa Mbày]?

S: Déédét, xa'u ma ko.
Or: Waaw, xam naa ko.

M-7

Xam nga dittax?	Déédét, xa'u ma dittax.	No, I don't know "dittax" (a Senegalese fruit).
Xam nga sump?	------, ------- sump.	No, I don't know "sump" (a Senegalese fruit).
Xam nga netetu?	------, ------- netetu.	No, I don't know "netetu" (a Senegalese cooking ingredient).
Xam nga sëng?	------, ------- sëng.	No, I don't know "senga" (palm wine).

C-7

Include also the names of some Senegalese items which the students are likely to know.

T: Xam nga [dittax]?

S: Déédét, xa'u ma [dittax].
Or: Waaw, xam naa [dittax].

M-8

Duckville	Xam nga Duckville?	Do you know Duckville?
Tafa Mbày	Xam nga Tafa Mbày?	
netetu	Xam nga netetu?	
rakk-u Faal	Xam nga rakk-u Faal?	

C-8

If the training program is in Senegal, use Gore and Sumbudyun (or some other local place that students might wish to visit) in place of Duckville. Teach the third line (kaay and ag man...) by mimicry.

LL:	Xam nga [Duckville]?	
W:	Waaw.	
LL:	Kaay and ag man, bëggu ma réér.	Come with me, I don't want to get lost.
W:	Na nyu dem.	Let's go.

C-9

LL: Xam nga [rakk]-u [Faal]?

W: Gőór la walla dyigéén?

Or: [Rakk]-am bu gőór
walla bu dyigéén.

LL: [Dyigéén] la.

Or: [Rakk]-am bu dyigéén.

Also use mag and doom in place of rakk.

C-10

T: Bëgg nga [tyeeb-u dyën]?

S: Waaw, bëgg na ko lool. — Yes, I want some very much.

Or: Banya! — Of course!
Or: Banya bëgg.

C-11

Include also the names of some foods and drinks that the students are likely to like.

T: Bëgg nga [putty-pàtty]?

S: Déédét, bëggu ma [putty-pàtty].
Or: Waaw, bëgg naa [putty-pàtty].

C-12

A: Ana [Ken]?

B: Léégi mu nyów. Toogal.

A: Fu mu dem?

B: Dem na [Duckville], wanté léégi
mu nyów. — He went to Duckville, but he's coming back right away.

C-13

Find out who among your Wolof friends likes the Wolof foods for which you can remember the names.

TO THE STUDENT:

The literal meaning of dégg is "hear". When used with reference to a language it means "understand/"speak/know".

Lesson 54 Would you happen to have some aspirin?

M-1

Am nga liminaat?	Do you have lemon soda?
------ meew?	
------ almet?	
------ wàrga?	tea (leaves)

M-2

benn butéél	Dyaay ma benn butéél.	one bottle	Sell me a bottle.
nyaar-i butéél	--------- nyaar-i butéél.	two bottles	
nyett-i butéél	--------- nyett-i butéél.	three bottles	

* * * * *

benn pot	Dyaay ma benn pot.
nyaar-i pot	-------- nyaar-i pot.
nyett-i pot	-------- nyett-i pot.

D-1

Shopping in a Naar's store.

LL: Éé! Naar bi!

Am nga [liminaat]?

Naar: Waaw.

LL: Dyaay ma [nyaar-i] [butéél].

M-3

Teacher	Response	
A'u ma liminaat.	Amu loo fi liminaat?	Don't you have lemon soda here?
------ meew.	---------- meew?	
------ almet.	---------- almet?	
------ wàrga.	---------- wàrga?	

D-2

Shopping in a Naar's store.

LL: Naar bi, kaay dyaay ma waay!	Naar! Come sell me (something).
Naar: Màngi nyów. Lan nga bëgg?	I'm coming. What do you want?

LL: [Benn] [butéél-u liminaat].	
Naar: Ag lan?	What else?
LL: Amu loo fi [wàrga]?	Would you have (lit: haven't you) tea here?
Naar: Âhâ kany. Bëgg nga benn [paket]?	
LL: Waaw. Dyox ma ko ag [liminaat bi].	

D-3

A: Amu loo tuuti "aspro" walla "asprin"?	Would you have a little "aspro" or aspirin?
B: Lu la dyot?	
A: Da ma feebar biig ba tey?	I've been sick since last evening. (lit: from last evening until today.)
B: Lu la-y metti?	
A: Suma [bopp].	

D-4

A language learner is introduced to a relative of one of his Wolof friends.

W_1: [Ken], kii suma [mag] la.	
LL: Âhâ? Na nga def?	
W_2: Màngi fi rek.	
LL: Nekku loo [Dàkaar] de?	You don't live in Dakar (do you)?
W_2: Déédét, màngi [Pikin].	

C-1

T: Xam nga [Kumba Ndóóy]?

S_1: Déédét xa'u ma ko.

S_2: Xamu loo [Kumba Ndóóy]?

S_1: Déédét, man de xa'u ma ko.

M-4

kër Dyuuf	Xamu loo fu kër Dyuuf féété fii?	Mr. Diouf's home	Would you know (lit: do you not know) where Mr. Diouf's house is located here?
dyàkk dyi	----------- dyàkk dyi ---------?	the mosque	
[ ]	----------- [ ] ---------?		

D-5

A language learner needing directions asks in a very respectful way.

LL:	[Suma dyigéén], xamu loo fu [kër Dyuuf] féété fii?	
W:	[Kër Dyuuf]...kaay ma won la. Munga nale [tya ginnaaw guy ga].	Mr. Diouf's house...come, I'll show you. It's there behind the baobab tree.

D-6

Shopping in a Naar's store.

LL:	Naar, am nga [kareem galase]?	Naar, do you have ice cream?
Naar:	Déédét.	
LL:	Xamu loo fu mu am waay?	Would you know just where there is (some)?
Naar:	À! Déédét, loolu xa'u ma ko.	Oh no, that I don't know.

D-7

A language learner accidently bumps into someone and apologizes.

W:	Yow gaany nga ma. Munu loo def ndànk?	You hurt me. Can't you be careful (lit: do slowly)?
LL:	Màssa!	Sorry!
	Or: Baal ma, teyu ma ko.	Excuse me, I didn't do it on purpose.

Lesson 55 I need some money.

M-1

Teacher	Response	
Am nga dyabar?	Déédét, a'u ma dyabar.	I don't have a wife.
------ dyëkkër?	-------------- dyëkkër.	
------ doom?	-------------- doom.	
------ mag?	-------------- mag.	
------ rakk?	-------------- rakk.	

C-1

A: Am nga [dyabar]?

B: Déédét, a'u ma [dyabar].

Or: Waaw.

Review Lesson 49 very briefly.

M-2

Introduce M-3 as follows:

Show an empty cup to the students.		
	A'u ma kafe.	I don't have coffee.
Then pour some into the cup.		
	Am naa kafe.	I have coffee.
Drink the coffee, and then show it to the students.		
	Amatu ma kafe.	I don't have any more coffee.
Hold up a book.		
	Am naa tééré.	I have a book.
Then give it to a student.		
	Léégi amatu ma tééré.	I don't have a book.
Point at a girl's earrings and then touch your own ears.		
	Man a'u ma dyàro nopp.	Me, I don't have ear-rings.
Then take the empty cup and show it to the students again.		
	Amatu na kafe. A'u ma dyàro nopp.	

M-3

Have male students practice the first half of M-3 and female students practice the second half.

dyàro nopp	Man, a'u ma dyàro nopp.	ear-rings	Me, I don't have any ear-rings.
lam	----------- lam.		
robb	----------- robb.		

* * * *

sikkim	Man, a'u ma sikkim.	beard
faas	----------- faas.	sideburns

C-2

T: Am nga [dyàro nopp]?

S: A'u ma [dyàro nopp].

M-4

lam	Amatu ma lam.	bracelet	I don't have a bracelet any longer.
montar	-------- montar.	watch	
kalpe	-------- kalpe.	wallet	
kareyô	-------- kareyô.	pencil	

C-3

T:	Abal ma sa [lam].	Loan me your breaclet.
S:	Am.	
T:	Amati nga [lam]?	Do you still have a bracelet?
S:	Déédét, amatu ma [lam].	

M-5

Introduce M-5 as follows:

Show an empty pack of cigarettes to the students.

Amatu ma sigaret.
Sigaret laa soxla.

Take an empty box of matches and show that there are no more left.

Amatu ma almet.
Lan laa soxla.
Almet laa soxla.

Pick up a pen and discover that you lack paper.

Kayit laa soxla.

Look for money in your pockets, then pull them out to show that they are empty.

Amatu ma xaalis.

sigaret	Sigaret laa soxla.	I need a cigarette.
almet	Almet -----------.	
kayit	Kayit -----------.	
xaalis	Xaalis ----------.	

C-4

S: Lan nga soxla?

T: [Almet] laa soxla.

S: Am.

T: Dyërëdyëf.

C-5

Use pictures to show people in the following roles: doktoor, soldaar, alkati, sofëër, dyaaykat, dyàngalekat, etc.

T:	Kii lan la?	Who is this?
S:	Moom [doktoor] la.	
T:	Kii nag, lan la? [oldaar la]?	And this one, what is he? soldier?
S:	Déédét, moom [alkaati] la.	No, he's a policeman.

C-6

Use pictures to show people in the following occupations or roles (use only five or six): eleew (student), sàmm (shepherd), mool (fisherman by profession), wudé (shoemaker), géwél (musician, singer, by caste), apparànti (fare collector on a car-rapide), liggééykat (worker), beykat (farmer), nyawkat (tailor), toggkat (cook), ràbbkat (weaver), fettykat (dancer), watkat (barber).

S:	Kii lan la?	
T:	Moom [sàmm] la.	He's a shepherd.

C-7

Use pictures showing two or more people in several of the occupations or roles listed in C-5 and C-6 (use only five or six).

S:	Nyii lan la nyu?	What are these?
Or:	Nyii nyan la?	
T:	Nyii ay [soldaar] la nyu.	These are some soldiers.

C-8

Answer the question below with ay tembar (some stamps), ay sondeel (some candles), ay kuddu (some spoons), ay kaas (some cups), ay butéél-i koka-kola (some bottles of coca-cola), and ay daady (some nails).

S: Lan nga soxla?

T: Ay [almet] laa soxla.

D-1

A language learner goes to the store to get the material he needs to repair a table.

LL:	Suma taabul dafa dàmm te da ma ko bëgg dyàgal.	My table is broken and I want to repair it.
W:	Lan nga soxla?	
LL:	Benn màrto ag ay daady laa soxla.	What I need is a hammer and some nails.
W:	Loolu du fi dyééx. Am benn angi.	We never run out of those. Here is one.
LL:	Mbaa bii baax na?	Is this one good?
W:	Banya baax.	Of course it is.

Lesson 56 Hurry up, we're waiting for you!

Handout - 1

Use Handout - 1 to introduce the minimal construction. Follow the usual procedures.

M-1

Waxal [Tom] mu dyóg.	Tell Tom to get up.
-------------- toog.	
-------------- ubbi bunt bi.	
-------------- tëdy bunt bi.	
-------------- [ ].	

C-1

A: [Ken], waxal [Tom] mu [dyóg].

B: [Tom], [dyógël]!

M-2

Waxal [Tom] ag [Cindy] nyu dyóg.	Tell Tom and Cindy to get up.
-------------------------- [ ].	

C-2

A: [Ken], waxal [Tom] ag [Cindy] nyu [dyóg].

B: [Dyóg] leen.

M-3

Teacher	Response	
Waxal Tom mu dyóg.	Wax ko mu dyóg.	Tell him to get up.
------------ nyów.	--------- nyów.	
------------ gaaw.	--------- gaaw.	Tell him to hurry.
------------ toog.	--------- toog.	

* * * *

Waxal Tom ag Cindy nyu dyóg.	Wax leen nyu dyóg.	Tell them to get up.
--------------------- nyów.	------------ nyów.	
--------------------- gaaw.	------------ gaaw.	
--------------------- toog.	------------ toog.	

C-3

T: Ana [Ken]?	
S: Munga [tyi biti] [ba tey].	He's still outside.
T: Wax [ko mu] [gaaw].	Tell him to hurry.

C-4

T: Ana [Tom] ag [Cindy]?	
[Ken]: Nyunga tyi suuf ba tey.	They're still down below.
T: Wax **leen** nyu gaaw.	
[Ken]: [Cindy]! [Tom]! Nyów leen wuyyu.	Cindy! Tom! Come answer
Or: Wuyyusi leen.	
[Tom and Cindy]: Nyungi nyów.	
[Ken]: Gaaw leen de, yeen la nyu-y xaar.	Hurry up, it's you (pl) we are waiting for.

M-4

Teacher	Response	
Kaay! Di naa la fa yóbbu.	Kaay, ma yóbbu la fa.	Come, I'll take you there.
Kaay! Di naa la won.	Kaay, ma won la.	Come, I'll show you.
Xaar ma tuuti! Di naa nyów.	Xaar ma tuuti, ma nyów.	Wait for me a little, I'm coming.
Toogal! Di na nyu naan attaaya.	Toogal, nyu naan attaaya.	Sit down, we'll drink tea.
Gaawal! Di na nyu dem anyi.	Gaawal, nyu dem anyi.	Hurry up, we'll go have lunch.
Kaay! Di na la dyaay nyaar-i butéél.	Kaay, mu dyaay la nyaar-i butéél.	Come, he'll sell us two bottles.

C-5

A:	Fu [post bi] féété?	Where is the post office located?
B:	[Post b'ànga] tya kony ba. Kaay, nyu dem, ma yóbbu la fa.	

C-6

A: [Tom], gaawal, nyu dem anyi.

B: Waaw, xaar ma tuuti, ma nyów.

C-7

A:	Kaay, nyu anyi.	Come, let's go eat.
B:	Déét waay, xiifu ma.	No, I'm not hungry.

C-8

Also use indi in place of dyox, duggël in place of teg. Use objects and locations which are familiar to the students.

T: [Dyox] ma [sa tééré], ma [teg]
ko [tyi taabul bi].

S: (Performs the action.)

M-5

Teacher	Response	
Dyox ma sa **tééré!** Di naa ko teg tyi taabul bi.	Dyox ma sa tééré, ma teg ko tyi taabul bi.	Give me your book, I'll put it on the table.
Dyox ma [ ]! Di naa ko teg [ ].	Dyox ma [ ], ma teg ko [ ].	

C-9

Repeat C-7, having students give the commands.

C-10

T: Dyòxal [Tom] [sa tééré], mu teg ko
[tyi taabul bi].

S: (Performs the action.)

M-6

Teacher	Response	
Ubbil bunt bi! Taalal lamp bi.	Ubbil bunt bi, nga taal lamp bi!	Open the door, light the lamp.
Tëdyël bunt bi! Feyal lamp bi!	Tëdyël bunt bi, nga fey lamp bi.	Shut the door, turn off the lamp.
Dyëlël sa téére! Tëg ko tyi kow taabul bi!	Dyëlël sa téére, nga tëg ko tyi kow taabul bi!	Take your book, put it on the table.

C-11

Give students commands of the sort practiced in M-6, using the classroom situations which have been used in earlier lessons. Then have students give these commands to other students.

D-1

LL:	[Suma dyigéén], doo ma won [post bi], te baal ma?	
W:	Da nga-y dyubël yoon bii ba egg tya kony bi, nga dyàdd tyi sa [ndeydyoor], di nga gis [post bi].	You follow this road until you reach the corner, you turn to your right, you will see the post office.

In place of di nga gis post bi, also use nga laadyte foofu (you ask about there). Also include tyammony (left).

D-2

LL:	Salaam màléékum. Gan laa fi, te da ma réér. Doo ma mun-a won yoon bi?	Hello, I'm a stranger here and I'm lost. Could you tell me the way?
W:	Foo dyëm?	
LL:	Sikaab, Liberte dëë.	To Sicap, Liberté II (a quarter of Dakar)
W:	Da nga-y dyubël yoon bii ba egg Nimsaat, nga dyubëlaat ba egg Baay Gaynde.	You follow this road until you reach Nimzat, then continue on to Baye Gayndé.
LL:	Waaw.	
W:	Nga dyëm kow, di nga gis Sikaab.	You go further up and then you will see Sicap.
LL:	Dyërëdyëf. Mângi dem.	
W:	Nuyyul ma so waa kër.	

M-7

Teacher	Response	
Da nga tarde. Lu tax?	Lu tax nga tarde?	Why are you late?
------ bidënti. ----?	---------- bidënti?	Why did you over sleep?
------ gëmméntu. ----?	---------- gëmméntu?	Why are you sleepy?
------ feebar. -----?	---------- feebar?	Why are you sick?

* * * *

Dafa tarde. Lu tax?	Lu tax mu tarde?	Why is he late?
---- [ ]. ------?	---------[ ]?	

M-8

Teacher	Response	
Lu tax nga nyów?	Da ny' ma woo.	They called me.
---------- toog?	Da ma sonn.	
---------- nelaw?	Da ma gëmméntu.	
---------- lekk?	Da ma xiif.	
---------- naan?	Da ma mar.	
---------- sangu?	Da ma tilim.	I'm dirty.
---------- sonn?	Da ma liggééy lool.	I worked a lot.

C-12

T: Lu tax nga [tarde]?

S: Da ma [bidënti].

C-13

A:	Ana [Ken]?	
B:	Ne'u fi. Doo xaar mu nyów.	He's not here. Won't you wait for him to come.
A:	Da ma yakamti. Da ma bëgg dem.	I'm in a hurry. I want to go.

TO THE STUDENT:

The request for alms is an everyday part of life in Senegal. The following is a common form of the request:

Sarax ngir Yàlla!	Alms (or charity) for God!

Note how Senegalese themselves respond affirmatively and negatively to these requests:

Am, Yàlla dyox la.	Take this, God give it to you.
Sarax sa agg na.	The alms have already been given (lit: have arrived, reached).

The latter is a way of refusing by saying that the alms for the day have already been given out earlier in the day. Note the use of the minimal construction in Am, Yalla dyox la.

TO THE TEACHER:

Find ways in class to introduce and use the following sentences:

Dëgg la, am déét?	It's true, isn't it?
Moom la, am déét?	It's him, isn't it?
[Midi] dyot na (de), am déét?	It's noon, isn't it?

Handout - 1

There is one kind of verbal construction in Wolof which is grammatically minimal, that is, in its simplest form it consists of a subject (noun, name, or subject pronoun) and a verb. Several examples of this construction have already occurred in earlier lessons.

Waxal Tom mu dyóg!	Tell Tom to stand up (lit: that he stand). (10)
Ma defe ne Mbur la.	I thought that it was M'Bour. (18)
Puusël bunt bi ba mu sës.	Push the door shut (lit: until it is shut). (34)
Ma dyubël	I should go straight on .... (35)
Dem na Duckville, wanté léégi mu nyów.	He went to Duckville, but he's coming right back. (53)
Kaay, ma won la.	Come, I'll show you.

The minimal construction provides only part of the grammatical information otherwise supplied in verb constructions having the predicators angi, la, dafa, na, etc.; hence it depends either on the context of the discourse or on a preceding verbal construction for the remaining information. This means that the minimal verbal construction occurs only in situations in which the focus of attention has already been established:

a) by a preceding verbal construction
(examples above from lessons 10, 34, 53, and 54)

b) by the context
(examples above from lessons 18 and 34)

Note the subject pronouns which are used with the minimal:

Ken dafa-y xaar ba ma nyów.	Ken is waiting for me to come (lit: until I come).
------------------ nga ----.	----------------- you -------.
------------------ mu -----.	----------------- him -------.
(----------------- Tom ----.)	(---------------- Tom -------.)
------------------ nyu ----.	----------------- us --------.
------------------ ngéén --.	----------------- you (pl)---.
------------------ nyu ----.	----------------- them -------.
(----------------- ay xarit-am).	(------------ his friends----.)

Listen carefully to the following sentences and write the subject pronouns in the appropriate blanks:

1. ----------- ______ nyów.
2. ----------- ______ nyów.
3. ----------- ______ nyów.
4. ----------- ______ dyóg!
5. ----------- ______ dyóg!
6. ----------- ______ won la.
7. ----------- ______ won la.
8. ----------, ______ nyów.
9. ----------, ______ nyów.
10. ----------- ______ gaaw!
    (Tell him to hurry!)
11. ----------- ______ toog!
12. ----------, ______ yóbbu la fa.
    (Come, I'll take you there.)
13. ----------, ______ teg ko ------
    ------.
14. ----------, ______ duggël ko -----
    ------.
15. ----------- ______ teg ko --------
    ------.
16. -----------, ______ taal ----------.
    (Open the door, and turn on the light.)
17. -----------, ______ fey -----------.
    (Close the door, and turn off the light.)
18. -----------, ______ tëdy ----------
    -------.
    (Open [you (pl)] the windows, and shut the doors.)
19. ----------- ______ tarde?
    (Why are you late?)
20. ----------- ______ tarde?
21. ----------- ______ nyów?
22. ----------- ______ toog?
23. ----------- ______ wax?
    (Won't you wait for me to talk?)
24. ----------- ______ nyów?
25. ----------- ______ nekk ---------.

1. Ken dafa-y xaar ba ma nyów.
2. Ken dafa-y xaar ba nyu nyów.
3. Ken dafa-y xaar ba nga nyów.
4. Waxal Tom mu dyóg!
5. Waxal Tom ag Cindy nyu dyóg!
6. Kaay, ma won la.
7. Toogal, nyu won la.
8. Xaar ma tuuti, ma nyów.
9. Xaar nyu tuuti, nyu nyów.
10. Wax ko mu gaaw!
11. Wax leen nyu toog!
12. Kaay, ma yóbbu la fa.
13. Dyox ma sa tééré, ma teg
    ko tyi taabul bi.
14. Indil kaas bi, ma duggël
    ko tyi boyet bi.
15. Dyoxal Tom sa tééré mu teg
    ko tyi taabul bi.
16. Ubbil bunt bi, nga taal
    làmp bi.
17. Tëdyël bunt bi, nga fey
    làmp bi.
18. Ubbi leen palanteer yi,
    ngéén tëdy bunt yi.
19. Lu tax nga tarde?
20. Lu tax ngéén tarde?
21. Lu tax nga nyów?
22. Lu tax ngéén toog?
23. Doo xaar ma wax?
24. Kany nga bëgg mu nyów?
25. Da ma bëgg nga nekk ag man.

Lesson 57 Have you noticed how hot it is today?

M-1

tàng	Waaw, tàng na de.	be hot	Yes, it's hot alright.
sedd	----, sedd -----.	be cold	
ngelaw	----, ngelaw ---.	be windy	
fééx	----, fééx -----.	be fresh/cool	
naady	----, naady ----.	be sunny	

C-1

T: Gis nga ni mu [tànge] tey?

S: Waaw, [tàng] na de.

C-2

A:	Doo genn tey?	Aren't you going out today?
B:	Déédét, dafa [tàng].	

M-2

xiin	Asamaan si dafa xiin.	be cloudy	The sky is cloudy.
leer	--------------- leer.	be clear	

C-3

T:	Asamaan si, naka la mel?	What is the sky like?
S:	Dafa [xiin].	

C-4

Review C-1 and C-2, then teach students to ask the question as well as give the answers.

C-5

S:	Xoolal asamaan si.	Look at the sky.
T:	[Defe naa ne nar na taw.]	I think it's about to rain.
S:	Wax nga dëgg de.	

M-3

Identify the following colors by using four sheets of colored paper: white, black, blue, and red. (Do not have the students mimic.)

weex	Bii dafa weex.	white	This (one) is white.
nyuul	-------- nyuul.	black	
buló	-------- buló.	blue	
xonx	-------- xonx.	red	

C-6

T: Won ma tyi kayit bu tyi [weex]. — Show me the white paper.

S: Mungi.

M-4

Identify the colors of the following objects. (Do not have the students mimic.

Meew dafa weex.	Milk is white.
Xorom dafa weex.	Salt is white.
Suukër dafa weex.	Sugar is white.

* * * *

Kafe dafa nyuul.	Coffee is black.
Këriny dafa nyuul.	Charcoal is black.

* * * *

Asamaan dafa buló.	The sky is blue.
Géédy dafa buló.	The sea is blue.

* * * *

Tomaat dafa xonx.	A tomato is red.
Deret dafa xonx.	Blood is red.

M-5

Have the students learn the sentences in M-3.

C-7

T: Bii, naka la mel?

This one, what color is it (lit: what is it like)?

S: Dafa [weex].

C-8

T: [Meew], naka la mel?

Or: Naka la [meew] mel?

S: Dafa [weex].

When the students are able to answer with ease, have them learn to ask the question also.

M-6

Refer to the four pieces of colored paper (M-3) when teaching the following sentences.

meew	Meew nii la mel.	Dafa weex.	Milk is like this. It is white.
bëny	Bëny nii la mel.	Dafa weex.	A tooth is like this. It is white.
kafe	Kafe nii la mel.	Dafa nyuul.	
asamaan	Asamaan -------.	---- buló.	
deret	Deret ---------.	---- xonx.	
[ ]	[ ] -------.	---- [ ].	

C-9

T: [Meew], naka la mel?

S: (Pointing to one of the pieces of colored paper)
Nii la mel. Dafa [weex].

C-10

Bring to class several objects which are white, black, blue and red.

T: Lii ban kulëër la?

Which color is this?

S: Lii dafa [xonx].

C-11

Bring to class several objects which are mboxx (yellow = corn), sokola (brown = chocolate), and dóóm-u taal (gray = ashes).

S: Lii ban kulëër la?

T: Lii dafa [mboxx].

M-7

buló	Asamaan si tey dafa buló.	The sky is blue today.
nyuul	------------------- nyuul.	
xiin	------------------- xiin.	

C-12

T: Gis nga ni asamaan si mel tey?

S: Waawaaw, asamaan si tey dafa [buló].

C-13

Be sure to ask the questions in C-1, C-2, and C-11 at the beginning of class the next several days.

Lesson 58 Come tell me what you saw.

M-1

gis	Kaay wax ma li nga gis.	Come tell me what you saw.
def	------------------ def.	
dyënd	------------------ dyënd.	

C-1

T: [Démba] dem naa [Duckville].

S: Kaay wax ma li nga [gis].

Some other possibilities for the first line:

démba: tey

Duckville: màrse, géédy (ocean, beach), lopitaal (hospital), Gore, lamb dya (wrestling match).

C-2

C-1 should also be practiced briefly as follows:

T: Dem naa [Duckville].

S: Kany?

T: [Démba].

S: Kaay wax ma li nga [gis].

Or: Kaay wax ma li nga
gis ag li nga def.

C-3

Repeat C-1 and C-2, giving some short answers which students should be able to understand. Avoid introducing new vocabulary here, and do not concentrate on learning that which you are obliged to introduce.

M-2

gis	Kaay wax ma ki nga gis.	see	Come tell me who you saw.
demal	------------------ demal.	go with	
andal	------------------ andal.	accompany	
waxal	------------------ waxal.	talk with	
taseel	------------------ taseel	meet with	

C-4

T: [Tey] dem naa [Duckville].

S: Kaay wax ma ki nga [gis].

Or: Kaay wax ma ki nga fa [gis].

M-3

Use maps of the U. S. and Senegal for the following.

yow	Won ma fi nga dëkk.	Show me where you live.
[Ken]	-------- [Ken] ----.	
[Ibba]	-------- [Ibba] ----.	

C-5

A: Won ma fi [nga] dëkk.

B: Fii [laa] dëkk.

M-5

fekk	Won ma fi nga ko fekk.	find	Show me where you found it.
bàyyi	---------------- bàyyi.	leave	
teg	---------------- teg.	put	

C-6

T: Gis naa [sa simis]. I found my shirt.

S: Won ma fi ko fekk.

C-7

T: [Suma tééré] réér na. My book is lost.

S: Won ma fi nga ko [bàyyi].

E-1

Teacher	Response
Lan nga gis?	Wax ma li nga gis.
------- def?	------------- def.
------- dyënd?	------------- dyënd.
------- lekk?	------------- lekk.

* * * *

Teacher	Response
Kan nga gis?	Wax ma ki nga gis.
------- demal?	------------- demal.
------- waxal?	------------- waxal.

* * * *

Teacher	Response
Fan nga dëkk?	Wax ma fi nga dëkk.
------- dem?	------------- dem.
Fan nga ko fekk?	Wax ma fi nga ko fekk.
---------- bàyyi?	---------------- bàyyi.

M-6

suma téeré	Gis nga fi [Ken] teg suma téeré?	Did you see where Ken put my book?
[ ]	------------------- [ ]?	

C-8

T: Ken, tegal [suma téeré] [tyi kow] [taabul bi].

[Ken]: (Performs action).

T: [Tom] gis nga fi [Ken] teg [suma téeré]?

[Tom]: Waaw, [tyi kow] [taabul bi] la ko teg.

C-9

T: [Tom], laadyal [Ken] fi mu teg [suma téeré].

[Tom]: Foo teg [téeré dyàngalekat]? — Where did you put the teacher's book?

[Ken]: [Tyi kow] [taabul bi].

M-7

ki	Gis nga ki [Ken] xool?	who	Did you see who Ken looked at?
fi	------- fi ----------?	where	
li	------- li ----------?	what	

C-10

T: [Ken], xoolal [kenn] tyi kalaas bi.	Ken, look at somebody in the class.
[Ken]: (Looks at somebody.)	
T: Tom, gis nga [ki] [Ken] xool?	
[Tom]: Waaw, [Cindy] la xool.	
Or: Déédét, xoolul [kenn].	

D-1

Fatou starts to leave the house, and her mother sees her.

Yaay:	Faatu, foo dyëm?	
Faatu:	Da ma-y seeti suma benn xarit.	I'm going to visit one of my friends.
Yaay:	Bul dem de. Kenn nekku fi.	Don't go. No one is here.
Faatu:	Wa' yaay, du ma yàgg.	Yes, mother, I won't be long.
Yaay:	Déggël li ma la wax.	Understand what I said to you. (Frequently used when correcting children).
Faatu:	Koon ma xaar ba suba.	Well then, I'll wait until tomorrow.

Lesson 59 Do you know there's a boat that sank?

M-1

gaal gu suux	Am na gaal gu suux.	boat which sank	There's a boat that sank.
saxaar su këppu	----- saxaar su këppu.	train that turned over	
kër gu lakk	----- kër gu lakk.	house that burned up	
	* *	* *	
lap	Am na (nit) ku lap.	drown	There's a person that drowned.
dee	-------------- dee.	die	
lakk	-------------- lakk.	burn	

C-1

T:	Xam nga ne am na [gaal gu suux]?	Do you know there's a boat that sank?
S:	Tyey waay!	Really!
T:	Am na ku tyi [lap].	
S:	Ndeysaan!	Oh, how terrible!

Return to C-1 in the latter part of this lesson and have each student take the part of "T" one time.

C-2

T:	Xam nga ne am na [gaal gu suux]?	
S:	Kany?	
T:	[Tey tyi ngoon].	
S:	Fan?	
T:	[Faan].	
S:	Fan [Faan]?	
T:	Waaw, [Faan].	
S:	Xam nga nit nyi dee?	Do you know those who died?
T:	Déédét.	
S:	Tyey waay.	

M-2

Tom tàkk na Cindy	Dégg nga ne Tom tàkk na Cindy?	Have you heard that Tom married Cindy?
Cindy biir na	----------- Cindy biir na?	------------------ Cindy is pregnant?
Cindy woosin na séex	----------- Cindy woosin na séex?	------------------ Cindy gave birth to twins?
Sàmba génn na lopitaal	----------- Sàmba génn na lopitaal?	------------------ Samba has left the hospital?
Moodu génn na kartye	----------- Moodu génn na kartye?	------------------ Modou has gotten out of the army?

C-3

T: Dégg nga ne [Tom tàkk na Cindy]?

S: Âhâ!

T: Bilaay!

S: Ndeysaan waay. Oh, how wonderful!

After each student has had an opportunity to respond at least once, substitute xam nga ne for dégg nga ne.

C-4

Select some current news items (from the newspaper, radio) to which one can reply ndeysaan (Oh, how terrible!) and ndeysaan (Oh, how wonderful!). Try to use grammar and vocabulary which your students will understand. Repeat these reports on following days.

TO THE STUDENT:

Ndeysaan is common in the everyday speech of women, while in the speech of men it tends to be limited to those circumstances where the news is very bad or very good.

Lesson 60 It's the Cheshire Cat

Handout - 1

Use Handout - 1 to introduce the relative construction. Follow the usual procedures.

M-1

ndaw	Dyox ma benn paket bu ndaw.	small	Give me a small package.
mag	------------------ bu mag.	big	

D-1

LL:	Salaam màléékum, naar, dyaay ma liibër-u mburu ag tuuti bëër.	Good day! Sell me a pound of bread and a little butter.
Naar:	Nyaata bëër nga bëgg? Been paket bu ndaw walla bu mag?	How much butter do you want? A small or a large package?
LL:	Dyox ma benn paket bu [mag].	Give me a large package.
Or:	Benn paket bu ndaw di na doy.	A small package will be enough.

M-2

bukki	Kon nag, boobu bukki bu xiif la.	hyena	Well then, that's a hungry hyena.
gaynde	-------------- gaynde gu -------.	lion	
dyasig	-------------- dyasig dyu -------.	crocodile	
muus	-------------- muus mu -------.	cat	
weny	-------------- weny wu -------.	fly	

C-1

T:	[Bukki] am na [nyaar-i] fan yu mu lekkul.	The hyena hasn't eaten for two days.
S:	Kon nag, boobu [bukki] bu xiif la.	

Use also nyett-i fan (three days) and nyent-i fan (four days) in place of nyaar-i fan (two days).

C-2

Repeat C-1 using naan and mar (drink, be thirsty), and sonn and nelaw (be tired, sleep) in place of lekk and xiif.

E-1

Practice the following sentences for familiarization with the relative pattern.

Teacher	Response	
Butig bi dafa baax. (The store is good.)	Butig bu baax la.	It's a good store.
Gŏór gi dafa gàtt.	Góór gu gàtt la.	He's a short man.
Dyigéén dyi dafa dyekk.	Dyigéén dyu dyekk la.	She's an attractive woman.
Mbaxane mi dafa màgget.	Mbaxane mu màgget la.	It's an old hat.
Muus mi dafa mar.	Muus mu mar la.	It's a thirsty cat.
Sëng wi dafa neex.	Sëng wu neex la.	It's nice palm wine.
Siiru si dafa sew.	Siiru su sew la.	It's a thin wildcat.
Tyin li dafa tilim.	Tyin lu tilim la.	It's a dirty cooking pot.
Nit ki dafa ŋott.	Nit ku ŋott la.	He's a stingy person.
Kawas yi da nyu tilim. (The socks are dirty.)	Kawas yu tilim la nyu.	They're dirty socks.
Dàll yi da nyu yem.	Dàll yu yem la nyu.	They're shoes of the right size.
Nit nyi da nyu nyaaw.	Nit nyu nyaaw la nyu.	They're ugly people.
Góór nyi da nyu gaanyu.	Góór nyu gaanyu la nyu.	They are wounded men.

M-3

Use pictures with the following:

dyigéén	Kii dyigéén dyu dyekk la.	This one is an attractive woman.
góór	--- góór gu ------------.	
xale	--- xale bu ------------.	
[ ]	--- [ ] -----------.	

* * * * *

kër	Bii kër gu dyekk la.	This is an attractive house.
[ ]	--- [ ] --------.	

C-3

T:	[Dyigéén dyi], nu mu mel?	The woman, what is she like?
S:	[Kii] [dyigéén dyu] dyekk la.	
Or:	[Kii] du [dyigéén dyu] dyekk.	This one is not an attractive woman.

M-4

sëng	Bii sëng wu neex la.	palm wine	This is nice palm wine.
ndox	--- ndox mu -------.	water	
meew	--- meew mu -------.		
tyeeb	--- tyeeb bu ------.		
[ ]	--- [ ] ------.		

C-4

T: Sëng wi, nu mu mel?

S: Bii [sëng wu] neex la.

Handout - 2

E-2

Practice the following sentences for familiarization with the relative pattern plus determiners.

Teacher	Response	
Gan gi dafa génn. (The guest left.)	Gan gu génn gi la.	He's the guest who left.
Dëkkëndóó bi dafa feebar.	Dëkkëndóó bu feebar bi la.	He's the sick neighbor.
Rakk dyi dafa reew.	Rakk dyu reew dyi la.	He's the rude younger brother.
Ndox mi dafa sedd.	Ndox mu sedd mi la.	It's the cold water.
Saxaar si dafa gudd.	Saxaar su gudd si la.	It's the long train.
Kër gi dafa bees.	Kër gu bees gi la.	It's the new house.
Tyin li dafa set.	Tyin lu set li la.	It's the clean cooking pot.
Dyigéén dyi dafa dyuum.	Dyigéén dyu dyuum dyi la.	She's the woman who committed a faux pas.
Muus mi dafa muuny.	Muus mu muuny mi la.	It's the cat that smiled.

M-5

For M-5 and C-5 obtain some cups and other familiar articles which have the colors learned in Lesson 51.

kaas yi	Ban tyi kaas yi?	Which of the cups?
[ ]	------- [ ]?	

C-5

T: Dyox ma [kaas bi].

Or: Dyox ma benn [kareyô].

S: Ban tyi [kaas yi]?

T: [Kaas bu] [weex] bi. The white cup.

M-6

weex	Kaas bu weex bi.	The white cup.
xonx	------- xonx bi.	
nyuul	------- nyuul bi.	
[ ]	------- [ ] bi.	

C-6

Repeat C-5 having students do both parts.

M-7

gudd	Kuddu gu gudd gi.	long	The long spoon.
gàtt	-------- gàtt gi.	short	

* * * * *

Kareyô bu gudd bi.	The long pencil.
--------- gàtt bi.	

C-7

Substitute melo (kind, form, size, shape, condition, color, etc.) for fasô, if that is the word you would normally use in these situations.

S:	Dyox ma benn [kuddu].	
T:	Ban fasô tyi [kuddu] yi?	What (lit: which) kind of spoon?
	Or: Ban fasô tyi [kuddu] yi nga bëgg ma dyox la?	What kind of spoon do you want me to give you?
S:	[Gu gudd gi].	The long one.

C-8

Review Lesson 49 briefly, adding the following questions:

Am nga mag ag rakk yu bare?	Do you have lots of brothers and sisters?
Am nga mbokk yu bare?	Do you have lots of relatives?
Am nga doom yu bare?	
Am nga xarit yu bare?	

Handout - 1

In Lesson 59 you were given several examples of Wolof sentences with relative clauses, for example:

> Am na kër gu lakk.
> There's a house that burned up.

The same grammatical pattern is used in Wolof for sentences where adjectives are used in English or French:

> Am na kër gu rafet.
> There's a house that is beautiful.
> (Or: There's a beautiful house.)

The consonant appropriate for each class of nouns -- as mentioned in Lesson 27 -- appears here followed by the vowel u:

bukki bu xiif	a hungry hyena
gaynde gu xiif	a hungry lion
dyasig dyu xiif	a hungry crocodile
muus mu xiif	a hungry cat
weny wu xiif	a hungry fly
siiru su xiif	a hungry wildcat
ndyugub lu xiif	a hungry bat
nit ku xiif	a hungry person
yoo yu xiif	hungry mosquitos
nit nyu xiif	hungry people

Listen for the relative forms (bu, gu, dyu, mu, wu, su, lu, ku, yu, and nyu) in the following phrases and sentences. Write the appropriate form in the blanks.

1. bukki ____ xiif
2. muus ____ ----
3. yoo ____ ----
4. bukki ____ ----
5. gaynde ____ ---- (lion)
6. ------ ____ ----
7. dyasig ____ ---- (crocodile)
8. weny ____ ----
9. siiru ____ ---- (wildcat)

--------Fold here--------

1. bukki bu xiif
2. muus mu xiif
3. yoo yu xiif
4. bukki yu xiif
5. gaynde gu xiif
6. gaynde yu xiif
7. dyasig dyu xiif
8. weny wu xiif
9. siiru su xiif

10. nit ____ mar
11. ndyugub ____ ---   (bat)
12. nit _____ ---
13. Butig ____ baax la.
    (It's a good store.)
14. Dyigéén ____ dyekk la.
    (She's an attractive woman.)
15. Góór ____ gàtt la.
16. Muus ____ mar la.
17. Bukki ____ xiif la.
18. Mbaxane ____ màgget la.
    (It's an old hat.)
19. Tyin ____ tilim la.
    (It's a dirty cooking pot.)
20. Sëng ____ neex la.
    (It's a nice palm wine.)
21. Siiru ____ sew la.
    (It's a thin wildcat.)
22. Nit ____ ŋott la.
    (He's a stingy person.)
23. Kawas ____ tilim la nyu.
    (They're dirty socks.)
24. Nit ____ nyaaw -------.
    (They're ugly people.)
25. Dàll ____ yem -------.
    (They're shoes of the right size.)
26. Paket ____ mag la.
    (It's a big package.)
27. ----- ____ ndaw la.
    (It's a small package.)

Fold here

10. nit ku mar
11. ndyugub lu mar
12. nit nyu mar
13. Butig bu baax la.
14. Dyigéén dyu dyekk la.
15. Góór gu gàtt la.
16. Muus mu mar la.
17. Bukki bu xiif la.
18. Mbaxane mu màgget la.
19. Tyin lu tilim la.
20. Sëng wu neex la.
21. Siiru su sew la.
22. Nit ku ŋott la.
23. Kawas yu tilim la nyu.
24. Nit nyu nyaaw la nyu.
25. Dàll yu yem la nyu.
26. Paket bu mag la.
27. Paket bu ndaw la.

Handout - 2

Note the difference between the definite and the indefinite in the following sets of sentences:

Bunt bu bees la.	It's a new door.
Bunt bu bees bi la.	It's the new door.
Dyigéén dyu dyekk la.	She's an attractive woman.
Dyigéén dyu dyekk dyi la.	She's the attractive woman.

This is similar to earlier sentences in which the presence of a determiner indicated the definite and the absence of a determiner indicated the indefinite:

Bunt la.	It's a door.
Bunt bi la.	It's the door.

Listen carefully to the following sentences; write the determiner (bi, gi, dyi, etc.) if it occurs, and an "X" if it does not occur in the blank.

1. Bunt bu bees ____ la.
2. ------------ ____ la.
3. Dyigéén dyu dyekk ____ la.
4. ----------------- ____ la.
5. Kuddu gu gudd ____ la.
6. Suuf su set ____ la.
   (clean sand)
7. ----------- ____ la.
8. Tyin lu set ____ la.
   (clean cooking pot)
9. Kuddu gu gudd ____ la.
10. Kër gu bees ____ la.
    (new house)
11. Dëkkëndóó bu feebar____ la.
    (sick neighbor)
12. -------------- ____ la.

-----Fold here-----

1. Bunt bu bees la.
2. Bunt bu bees bi la.
3. Dyigéén dyu dyekk dyi la.
4. Dyigéén dyu dyekk la.
5. Kuddu gu gudd gi la.
6. Suuf su set si la.
7. Suuf su set la.
8. Tyin lu set li la.
9. Kuddu gu gudd la.
10. Kër gu bees gi la.
11. Dëkkëndóó bu feebar bi la.
12. Dëkkëndóó bu feebar la.

Write the relative forms (bu, gu, dyu, etc.) and continue to indicate the presence or absence of the article.

13. Tyin ____ set ____ la.
14. Ndox ____ sedd ____ la.
(cold water)
15. Kër ____ bees ____ la.
16. Rakk ____ reew ____ la.
17. Gan ____ génn ____ la.
(guest who left)
18. Dyigéén ____ dyuum ____ la.
(woman who committed a faux pas)
19. Rakk ____ reew ____ la.
20. Dyigéén ____ dyuum ____ la.
21. Saxaar ____ gudd ____ la.
(long train)
22. Muus ____ muuny ____ la.
(that smiled)
23. Saxaar ____ gudd ____ la.
24. Suuf ____ set ____ la.
25. Kuddu ____ gudd ____ la.

--------------------Fold here--------------------

13. Tyin lu set la.
14. Ndox mu sedd mi la.
15. Kër gu bees la.
16. Rakk dyu reew dyi la.
17. Gan gu génn gi la.
18. Dyigéén dyu dyuum dyi la.
19. Rakk dyu reew la.
20. Dyigéén dyu dyuum la.
21. Saxaar su gudd si la.
22. Muus mu muuny mi la.
23. Saxaar su gudd la.
24. Suuf su set si la.
25. Kuddu gu gudd gi la.

Lesson 61 What do you do everyday?

Putting a sketch such as the one in Lesson 64 may be helpful in teaching the various times of the day in the M- phases below.

M-1

suba-teel	Tyi suba-teel laa-y ndékki.	early morning	In the early morning I have breakfast.
midi	Tyi midi laa-y any.	noon	
timis	Tyi timis laa-y reer.	evening	

C-1

T: Kany nga-y [ndékki]?	When do you have breakfast?
S: Tyi [suba-teel] laa-y [ndékki].	

M-2

yeewu	Tyi fàdyàr laa-y yeewu.	wake up	In the morning I wake up.
nelaw	Tyi guddi laa-y nelaw.	go to sleep	

* * * *

xéy	Tyi suba-teel laa-y xéy.	go to work (morning)
goontu	Tyi ngoon laa-y goontu.	go to work (afternoon)

C-2

T: Kany nga-y [yeewu]?
S: Tyi [fàdyàr] laa-y [yeewu].
Or: [Fàdyàr] laa-y [yeewu].

M-3

yeewu	Tyi fàdyàr laa-y yeewu.	wake up
sangu	---------------- sangu.	take a bath
solu	---------------- solu.	get dressed

* * * *

ndékki	Tyi suba-teel laa-y ndékki.	
xéy	------------------- xéy.	
dyàngi	------------------- dyàngi.	go to school

* * * *

wàtty	Tyi midi laa-y wàtty.	get off from work
nyibbi	-------------- nyibbi.	go home
any	-------------- any.	eat lunch

C-3

T:	Kany nga-y sangu?	When do you bathe?
S:	Tyi [fàdyàr].	

M-4

yeewu	Di naa yeewu.	I wake up.
sangu	------ sangu.	
solu	------ solu.	

C-4

T:	Lan nga-y def fàdyàr yu nekk?	What do you do every morning?
S:	Fàdyàr yu nekk di naa yeewu, di naa sangu, di naa solu.	

M-5

ndékki	Di naa ndékki.
dyàngi	------ dyàngi.

C-5

T: Lan nga-y def suba yu nekk?

S: Suba yu nekk di naa ndékki, di naa dyàngi.

M-6

wàtty	Di naa wàtty.
nyibbi	------ nyibbi.
any	------ any.

C-6

T: Lan nga-y def midi yu nekk?

S: Di naa wàtty, di naa nyibbi, di naa any.

C-7

T: Lan nga-y def bés bu nekk?

S: Bés bu nekk di naa yeewu, di naa ndékki,
di naa dyàngi, di naa nyibbi, di naa reer,
di naa nelaw.

D-1

A learner meets a Wolof and they become acquainted.

W:	Lan nga fi-y def?	What are you doing here?
Or:	Lan nga-y def fii tyi Senegaal?	What are you doing here in Senegal?
LL:	Da ma fi-y [dyàngale].	I'm teaching here.

M-7

gerte	Waa Senegaal di na nyu dyi gerte.	peanuts	The people of Senegal (usually) plant peanuts.
dygub	---------------------- --- dugub.	millet	
mboxx	---------------------- --- mboxx.	corn, maize	
nyambi	---------------------- --- nyambi.	manioc	

C-8

T:	Waa Senegaal, lu nyu-y dyi tyi tool yi?	What do the people of Senegal (usually) plant in the fields?
S:	Di na nyu dyi [gerte], [dugùb], ag [mboxx].	

D-2

A learner is discussing rural life in Senegal with a Wolof friend.

LL:	Ndax waa Senegaal di nyu liggééy lu bare tyi nawet gi?	Do people in Senegal work very much during the wet season?
W:	Waaw. Tyi nawet gi, nit nyi nyëpp di nyu dem tool tya all ba.	Yes, in the wet season all the people go to the fields in the country.

LL:	Góór nyi, lu nyu-y def?	The men, what do they do?
W:	Góór nyi, da nyu-y bey.	The men cultivate.
LL:	Dyigéén nyi, lu nyu-y def?	
W:	Dyigéén nyi, da nyu-y dyi.	The women sow.
LL:	Lu nyu-y dyi?	What do they sow?
	Or: Lan la nyu-y dyi?	
W:	Di na nyu dyi gerte, nyebbe, dugub, ag mboxx.	They sow peanuts, green beans, millet, and maize.

M-8

lekk	Waa Senegaal lan la nyu-y lekk?	eat	What do the people of Senegal (usually) eat?
naan	------------------------- naan?	drink	
tux	------------------------- tux?	smoke	

C-9

S:	Ndax waa Senegaal lan la nyu-y naan?	
T:	Di na nyu-y naan attaaya, ndox, ag meew.	They (customarily) drink tea, water, and milk.

E-1

> The ability to ask questions about Senegalese life will provide the learner with many opportunities for hearing Wolof. One way of asking such questions is by using di (and -y) in referring to habitual or customary actions. Have students practice the following sentences. They should then make an effort to use these questions outside of class.

Dégg naa ne waa Senegaal di na nyu bëré. Dëgg la?	I've heard that the Senegalese people wrestle. Is that true?
----------------------------------- lekk dyën yu bare. Dëgg la?	I've heard that the Senegalese people eat a lot of fish. Is that true?
----------------------------------- tukki torob. Dëgg la?	I've heard that the Senegalese people travel a lot. Is that true?
----------------------------------- gëm dëmm. Dëgg la?	I've heard that the Senegalese people believe in witches. Is that true?
----------------------------------- naan ndox rek bu nyu-y lekk. Dëgg la?	I've heard that the people of Senegal drink only water when they eat. Is that true?
Dégg naa ne dyigéén-i Senegaal di na nyu boot seen-i doom. Dëgg la?	I've heard that the women of Senegal carry their babies on their backs. Is that true?

Lesson 62 I think it's a food, but I'm not sure.

M-1

rééw	Defe naa ne rééw la.	country	I think it's a country.
dëkk	----------- dëkk la.	town, city	
màrse	----------- màrse la.	market	

C-1

Ask about the following:

rééw	dëkk	màrse
Maali	Ndar	Sandagaa
Giné	Dàkaar	Kermel
Giné Bisaaw	Bandyuul	Ndoket
Gànnaar	Dyurbel	Fëgg-dyaay
Kodiwaar	Luga	
Amerik	Podoor	

T: [Senegaal], lan la?

S: Defe naa ne [rééw] la.

When students have learned to use the above response with ease, teach them a longer form:

Defe naa ne [rééw] la, waaye wóoru ma.	I think it is a country, but I'm not sure. (lit: it isn't certain to me)

M-2

wolof	Wolof xeet la.	Wolofs	The Wolofs are an ethnic group.
purtugees	Purtugees -------.	Portuguese	
naar	Naar ------------.	Mauritanians	
sinwaa	Sinwaa ----------.	Orientals	
tubaab	Tubaab ----------.	French	

M-3

bukki	Bukki rab la.	hyena	The hyena is a wild animal.
dyasig	Dyasig ---.	crocodile	
golo	Golo ---.	monkey	

C-2

T: [Wolof], lan la?

S: [Xeet] la.

Or: Defe naa na [xeet] la.
Defe naa ne [xeet] la, waaye wóóru ma.

C-3

Repeat C-2, asking about the following:

séérér
dyolaa
pël
tukulóór
gaynde
bukki
nyey

If some student does not wish to hazard a guess, have him respond with xa'u ma de. (I don't know.)

C-4

T: [Baaxony] pitty la walla rab?

S: [Pitty] la.

Or: Xa'u ma de!
Or: Wóóru ma!
Or: Du tyi benn.

M-4

baaxony	Baaxony pitty la.	crow	The "baxoony" is a bird.
kiri-géédy	Kiri-géédy -----.	sea gull	
pittax	Pittax ---------.	pigeon	

M-5

beer	Beer sàngara la.	beer	Beer is an alcoholic beverage.
biiny	Biiny ---------.	wine	
sëng	Sëng ----------.	palm wine	

C-5

T: [Beer], lan la?

S: Defe naa ne sàngara la.

After practicing C-5 with the items in M-5, add in items from C-1, M-2, M-3 and M-4 at random. If some student appears to have forgotten, have him respond with fatte naa ko de (I've forgotten it).

M-6

nyam	Defe naa ne nyam-u Senegaal la.	food	I think it is a Senegalese food.
dëkk	----------- dëkk-u -----------.	town.	
xeet	----------- xeet-u -----------.	ethnic group	

C-6

T: [Maafe], lan la?

S: Defe naa ne [nyam-u] Senegaal la,
waaye wóóru ma.

For the foods (nyam) of Senegal also ask for yaasa (chicken in lemon barbecue sauce), tyere (cous-cous), tyeeb-u dyën (rice and fish), and suppu-u kaandya (okra sauce). For dëkk-u Senegaal and xeet-u Senegaal use the appropriate items from C-1 and C-3.

M-7

Teacher	Response
Dàkaar, dëkk la?	Waaw.
Senegaal, rééw la?	----.
Tyeeb, nyam la?	----.
Bukki, rab la?	----.
Baxoony, pitty la.	----.
Biiny, sàngara la?	----.
Altine, bés la?	----.
[ ], ------?	----.

C-7

T: [Dàkaar], [dëkk] la?

S: Waaw.

T: [Dàkaar], [rééw] la?

S: Déédét, du [rééw]. [Dëkk] la.

M-8

Teacher	Response
Dàkaar, lan la?	Dëkk la.
[ ], ------?	-------.
* * * *	
Senegaal, lan la?	Rééw la.
[ ], -------?	-------.
* * * *	
Tyeeb, lan la?	Nyam la.
[ ], ------?	-------.
* * * *	
Biiny, lan la?	Sàngara la.
[ ], ------?	----------.
* * * *	
Altine, lan la?	Bés la.
[ ], ------?	------.
* * * *	
Baaxony, lan la?	Pitty la.
[ ], ------?	--------.
* * * *	
Bukki, lan la?	Rab la.
[ ], ------?	------.

C-8

Use pictures of wild animals (rab) and birds (pitty) for the following:

A: [Pitty bii], ban la? This bird, what (lit: which) is it?

Or: Bii ban [pitty] la?

B: [Baaxony] la.

C-9

T: Lii [bukki] la, am du [bukki]?

Or: Lii [bukki] la, am déét?

S: Waaw.

Or:	Déédét, du [bukki].	I think so.
Or:	Defe naa ko.	
Or:	Xa'u ma ko.	

TO THE TEACHER:

Find ways in class to introduce and use the following sentences:

Dëgg la, am déét?	It's true, isn't it?
Moom la, am déét?	It's him, isn't it?
[Midi] dyot na (de), am déét?	It's noon, isn't it?

Lesson 63 I'm sort of sick

M-1

biir	Da ma fanaane biir bu-y metti.	stomach	I spent the night with an aching stomach.
bëny	------------- bëny bu-y -----.	tooth	
bopp	------------- bopp bu-y -----.	head	
bët	------------- bët bu-y -----.	eye	
ndigg	------------- ndigg lu-y -----.	back	
wet	------------- wet gu-y -----.	side	

C-1

T: Da nga feebar? Lu la dyot?	Are you sick? What happened to you?
S: Da ma fanaane [biir bu]-y metti.	

* * * *

S_2: (To T) Lu ko dyot?	
T: Dafa am mettit-u [biir].	He has a stomach ache.

C-2

A: Ana [Ken]?

B: Dem na dispanseer.

Or: Dem na seeti doktoor.

A: Lu ko dyot?

B: [Biir-ëm] da-y metti.

M-2

feebar waay	Da ma xaw-a feebar waay.	I'm sort of sick.
sonn	----------- sonn.	I'm sort of tired.
gëmméntu tuuti	----------- gëmméntu tuuti.	I'm sort of a bit sleepy.
liw tuuti rek	----------- liw tuuti rek.	I'm only sort of a little cold.

C-3

T:	[Tom], sa wax barewul tey. Lu tax?	Tom, you're not saying much today. (lit: your talk is not abundant). Why?
S:	Da ma xaw-a [feebar waay].	

D-1

T:	[Tom], lu tax sa wax barewul tey?	Tom, how come you are not saying much today?
S:	Da ma xaw-a feebar waay.	I'm sort of sick.
T:	Lu la dyot?	What's wrong?
S:	Da ma fanaane [biir bu-y] metti.	
T:	Waaw, doo seeti doktoor bi?	Well, aren't you going to see the doctor?
S:	Da ma-y xaar ba kalaas bi tas.	I'm waiting until the class breaks.
T:	Déédét, dyógël dem léégi, nga fadyudyi. Mettit-u [biir] kenn du ko foye.	No, get up and go now, go get treated. One doesn't play around with a stomach ache.
S:	Màngi-y dem book dispanseer. Di naa seeti doktoor.	Well then, I'm off to the dispensary. I'll go see the doctor.

M-3

kalaas bi tas	Da ma-y xaar ba kalaas bi tas.	I'm waiting for the class to break (lit: until the class breaks).
suma xarit nyów	--------------- suma xarit nyów.	my friend comes
asamaan si sewet	--------------- asamaan si sewet.	the rain (lit: the sky) finishes
ndox mi tàng	--------------- ndox mi tàng.	the water is hot
nyu woo ma	--------------- nyu woo ma.	they call me

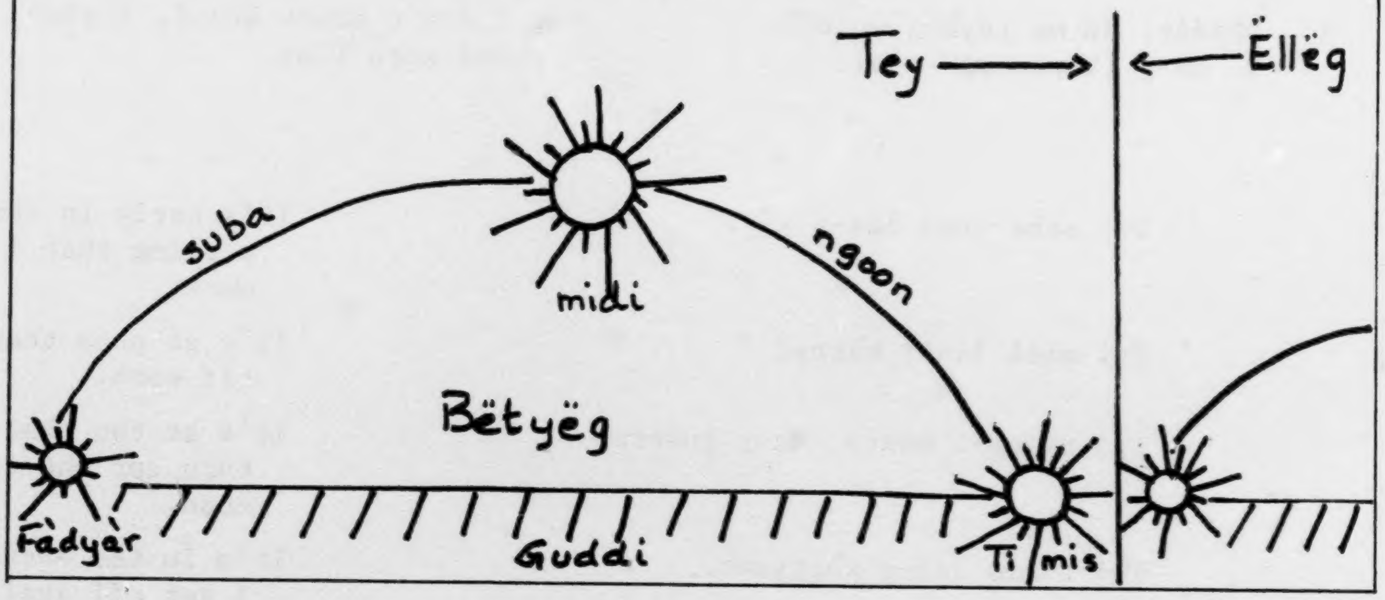
C-4

T:	Loo-y def?	What are you doing?
S:	Da ma-y xaar (ba) [kalaas bi tas].	

Lesson 64 What do you do at daybreak?

M-1

Draw a sketch like the following on the blackboard. Omit the labels until after they have been practiced and used somewhat.



tyi fàdyàr	Tyi fàdyàr da ma-y ndékki.	at daybreak	I have breakfast at daybreak.
tyi midi	Tyi midi da ma-y any.	at noon	
tyi timis	Tyi timis da ma-y reer.	at nightfall	

C-1

T: Lan nga-y def tyi [midi]?	What do you do at noon?
S: Tyi [midi] da ma-y [any].	

* * * *

T: [Timis] nag?

S: Da ma-y [reer].

M-2

bëttyëg	Bëttyëg da ma-y dyàng wolof.	daytime	During the day, I study Wolof.
guddi	Guddi da ma-y nelaw.	night	At night I sleep.

C-2

T:	Lan ngay def [bëttyëg]?	What do you do during the day?
S:	[Bëttyëg] da ma-y [dyàng wolof].	

C-3

T:	Guddi da nga-y [dyàng wolof]?	Do you study Wolof at night?
S:	Déédét, du ma [dyàng wolof]. Da ma-y [karte ag Lisa].	No, I don't study Wolof, I play cards with Lisa.

M-3

Tyi suba-teel laa-y xéy.	It's early in the morning that I go to work.
Tyi midi laa-y wàtty.	It's at noon that I get off work.
Tyi nyaar-i waxtu laa-y goontu.	It's at two that I return for the afternoon.
Tyi timis laa-y wàttyaat.	It's in the evening that I get off again.

C-4

T:	Kany nga-y [xéy]?	When do you go to work in the morning?
S:	[Suba-teel] laa-y [xéy].	
T:	Kany nga-y wàtty?	
S:	[Tyi midi] laa-y wàtty.	

C-5

T:	Kany nga-y [ndékki]?	When do you have breakfast?
S:	[Tyi fàdyàr] laa-y [ndékki].	I have breakfast at daybreak.
T:	[Bëttyëg] lan nga-y def?	What do you do during the day?
S:	Da ma-y [dyàng wolof].	

C-6

Repeat C-1, adding:

T:	Lan la-y def tyi [midi]?	What does he do at noon?
S_2:	Tyi [midi] dafa-y [any].	

C-7

Repeat C-4 adding:

T: Kany la-y [xéy]? — When does he go to work?

S_2: [Suba-teel] la-y [xéy].

C-8

Repeat C-3 adding:

T: Guddi dafa-y [dyàng wolof]? — Does he study wolof at night?

S_2: Déédét, du [dyàng wolof].
Dafa [karte ag Lisa].

M-4

tux	Waaw, di naa tux.	smoke	Yes, I smoke (habitually).
naan	----, ------ naan.	drink	
woor	----, ------ woor.	fast	
dyulli	----, ------ dyulli.	pray (as a Moslem)	

M-5

tux	Déédét, du ma tux.	No, I don't smoke.
naan	------, ----- naan.	
woor	------, ----- woor.	
dyulli	------, ----- dyulli.	

C-9

T: Di nga [tux]? — Do you smoke?

S: Waaw, di naa [tux].
Or: Déédét, du ma [tux].

M-6

tux	Di nga tux?	Do you smoke?
naan	------ naan?	
woor	------ woor?	
dyulli	------ dyulli?	

C-10

Repeat C-1, having students ask as well as answer the question.

M-7

Du ma naan meew.	I don't drink milk.
Du ma lekk yàpp-u mbaam.	I don't eat pork.
----------------- fas.	I don't eat horse meat.
----------------- golo.	I don't eat monkey meat.
---------- tànk-u mbott.	I don't eat frog legs.
Du ma yéy guru.	I don't chew kola nuts.

C-11

T:	Di nga [lekk yàpp-u fas]?	Do you eat horse meat?
S:	Déédét, du ma [lekk yàpp-u fas].	
	Or: Waaw, di naa [lekk yàpp-u fas].	

D-1

W:	Dégg naa ne [waa Amerik] di na nyu [lekk tànk-u mbott]. Dëgg la?	
LL:	Waaw. Dëgg la.	
W:	Da nga ma-y nax.	You are kidding me.
LL:	Lu tax?	
W:	A! Dara. Dafa ma waar rek.	Oh nothing, it just amazes me.

Lesson 65 I'm eating a peanut.

M-1

Bring a big bag of peanuts to class. Demonstrate the following. Do not have students practice these sentences.

T:	Kaay xool leen.	
	Lii gerte la.	This is a peanut.
	Màngi-y xolli gerte gi.	I'm hulling the peanut.
	Xollit w'àngi. Gerte g'angi.	Here's the peanut shell, here's the peanut.
	Màngi-y yéy gerte gi, màngi-y sànni xollit wi.	I'm eating (lit: chew) the peanut, I'm throwing away the peanut shell.

M-2

Teacher	Response
Màngi-y xolli gerte gi.	Yàngi-y xolli gerte gi.
Màngi-y yéy gerte gi.	Yàngi-y yéy gerte gi.
Màngi-y sànni xollit wi.	Yàngi-y sànni xollit wi.

C-1

T: Won ma [gerte gi].

S: Mungi.

T: Lu ma-y def?

S: Yàngi-y [xolli gerte gi].

C-2

Give each student some peanuts.

T: Lii lan la?

S: [Gerte] la.

* * * * *

T:	[Xollil] [sa gerte]. Loo-y def?	Hull your peanut. What are you doing?
S:	Màngi-y [xolli gerte gi].	

C-3

T: (To S_1) Loo-y def?

S_1: Màngi-y [xolli gerte gi].

T: (To S_2) Lu mu-y def?

S_2: Mungi-y [xolli gerte gi].

C-4

T:	Màngi-y [xolli gerte gi]. Lu ma-y def?	What am I doing?
S:	Yàngi-y [xolli gerte gi]. Or: Da nga-y [xolli gerte gi].	
T:	Lu ma-y [xolli]?	What am I hulling?
S:	[Gerte gi] nga-y [xolli].	

C-5

T:	Lu nyu-y def?	What are we doing?
S:	Nyungi-y yéy gerte.	We're eating peanuts.

C-6

While the class continues to eat the peanuts, make the following comments whenever they are appropriate.

T:	Kaay sakk tyi gerte gi.	Come have (lit: take, pick out) some peanuts.

* * * * *

Kaay yéy tyi gerte gi.	Come eat (lit: chew) some peanuts.

* * * * *

Bul yéy xollit yi!	Don't eat the hulls!
Def ko tyi [biir] aset bi!	Put (lit: do) them (lit: it) in (the inside of) the dish!
Sànni leen xollit yi tyi (biir) bool bi!	Throw (you pl.) the hulls into the bowl.
Dyëlël xollit yi, def ko tyi mbalit mi!	Take the hulls, put them (lit: it) into the wastebasket!

* * * * *

Ndax bëgg nga gerte?	Do you like peanuts?

* * * *

Golo gi bëgg na gerte. Nyey wi itam bëgg na gerte.	The monkey likes peanuts. The elephant also likes peanuts.
Dyinax dyi itam bëgg na gerte.	The mouse also likes peanuts.
Ku fi bëgg gerte?	Who (here) likes peanuts?

C-7

T:	Léégi mar nga?	Now are you thirsty?
S:	Waaw, mar naa.	
T:	Ndox 'ngi. Naanal!	Here's water. Drink!

M-3

gerte	Màngi-y yéy gerte.	peanuts	I'm eating (lit: chew) peanuts.
singëm	----------- singëm.	chewing gum	

* * * * *

suukër	Màngi-y màtty suukër.	sugar	I'm eating (lit: suck) sugar.
tàngal	------------- tàngal.	candy	
sorans	------------- sorans.	orange	

C-8

T:	Loo-y def?	What are you doing?
S:	Màngi-y [yéy gerte].	I'm chewing peanuts.

Handout 1

E-1

Teacher	Response
Won ma tééré bi.	Tééré b'àngi.
------ simis bi.	Simis b'àngi.
------ boyet bi.	Boyet b'àngi.
------ kuddu gi.	Kuddu g'àngi.

------ dyëkkër dyi.	Dyëkkër dy'ángi.
------ mburu mi.	Mburu m'àngi
------ meew mi.	Meew m'àngi.
------ suukër si.	Suukër s'àngi.
------ suuf si.	Suuf s'àngi.
------ gerte gi.	Gerte g'àngi.
------ tyere dyi.	Tyere dy'àngi.

E-2

Teacher	Response
Won ma tééré yi.	Tééré y'àngi.
------ simis yi.	Simis y'àngi.
------ boyet yi.	Boyet y'àngi.
------ kuddu yi.	Kuddu y'àngi.
------ gàrab yi.	Gàrab y'àngi.
------ dyaaykat yi.	Dyaaykat y'àngi.
------ weny yi.	Weny y'àngi.

E-3

Give items from E-1 and E-2 at random.

E-4

Teacher	Response
Ana tééré bi?	Tééré b'àngi. Fab ko.
--- simis bi?	Simis b'àngi. Fab ko.
--- kuddu gi?	Kuddu g'àngi. Fab ko.
--- tyaabi dyi?	Tyaabi dy'àngi. Fab ko.
--- mbaxane mi?	Mbaxane m'àngi. Fab ko.

* * * *

Ana tééré yi?	Tééré y'àngi. Fab leen.
--- simis yi?	Simis y'àngi. Fab leen.
--- kuddu yi?	Kuddu y'àngi. Fab leen.
--- tyaabi yi?	Tyaabi y'àngi. Fab leen.
--- mbaxane yi?	Mbaxane y'àngi. Fab leen.

TO THE STUDENT:

One of the common ways in which street vendors announce their goods is to shout out:

Mango y'àngi!	Here are mangoes!
Bényé y'àngi!	Here are sweet rolls!
Pastel y'àngi!	Here are rolls!
Gerte g'àngi!	Here are peanuts!

Handout - 1

When the noun subject of the presentative angi occurs with an article (simis bi, simis yi), a contraction as follows results:

Simis b'àngi.	Here's the shirt.
Simis y'àngi.	Here are the shirts.

Listen carefully to the following sentences and write one of singular forms of the article (b, g, dy, m, s, w, l, or k) or the plural form (y) in the appropriate space.

1. Siis ___'àngi.
2. Simis ___'àngi.
3. Tééré ___'àngi.
4. Boyet ___'àngi.
5. Kuddu ___'àngi.
6. Suukër ___'àngi.
7. Meew ___'àngi.
8. Gerte ___'àngi.
9. Xollit ___'àngi.
10. Tyere ___'àngi.
11. Tyin ___'àngi.
12. Mburu ___'àngi.
13. Dàll ___'àngi.
14. Nit ___'àngi.
15. Weny ___'àngi.
16. Muus ___'àngi.
17. Golo ___'àngi.
18. Nyey ___'àngi.
19. Dyinax ___'àngi.
20. Fas ___'àngi.

Fold here

1. Siis b'àngi.
2. Simis y'àngi.
3. Tééré b'àngi.
4. Boyet y'àngi.
5. Kuddu g'àngi.
6. Suukër s'àngi.
7. Meew m'àngi.
8. Gerte g'àngi.
9. Xollit y'àngi.
10. Tyere dy'àngi.
11. Tyin l'àngi.
12. Mburu m'àngi.
13. Dàll y'àngi.
14. Nit k'àngi.
15. Weny w'àngi.
16. Muus m'àngi.
17. Golo g'àngi.
18. Nyey w'àngi.
19. Dyinax dy'àngi.
20. Fas w'àngi.

Lesson 66 I ought to go do my homework.

Handout - 1

M-1

bëgg	Lan nga bëgg-a dyënd tyi màrse?	want	What do you want to buy at the market?
nar	------- nar-a ----- --- -----?	intend	
mun	------- mun-a ----- --- -----?	be able, can	

C-1

A: Lan nga [nar]-a dyënd tyi màrse?

B: [Yàpp, suukër ag kafe].

Or: Di naa dyënd [yàpp ag kafe].

D-1

A learner is discussing Senegalese life with a Wolof friend.

LL:	Lan laa mun-a dyënd tyi màrse?	What can I buy in the market?
W:	Mun nga dyënd lu bare tyi màrse bi. Am na yëpp. Am na [yàpp]. Am na [dyën]. Am na [màngo]. Am na [benye].	You can buy lots of things in the market. There's everything. There's meat. There's fish. There's mangos. There's fritters.

M-2

Teacher	Response	
Mun nga nyaw?	Waaw, mun na nyaw.	Yes, I can sew.
------- fóót?	----, ------ fóót.	Yes, I can do the laundry.
------- paase?	----, ------ paase.	Yes, I can iron.
------- [ ]?	----, ------ [ ].	

C-2

A:	E! Sa [tubéy] xotteku na.	Hey, your [pants] are torn.
B:	Bàyyil noonu, di naa ko daax.	That's okay (lit: leave it thus), I'll mend it.
A:	Mun nga nyaw?	Can you sew?
B:	Banya. Mun na fóót, mun naa paase.	

M-3

mu	Mun na am mu dem tyi suba.	It may be that he'll go in the morning.
ma	--------- ma ------------.	
nyu	--------- nyu -----------.	

C-3

A: [Sa xarit], kany la dem [Duckville]?

B: Mun na am mu dem [tyi suba].

M-4

liggééy	Da ma war-a liggééy suba, moo tax.	work	I have to work tomorrow, that's why.
dyàngi	----------- dyàngi ----, -------.	go to school	
tukki	----------- tukki ----, -------.	travel	

D-2

A learner has spent the evening at the home of some Wolof friends.

LL: Éé, gaa nyi, màngi [nelawi] waay.

W: Xaat! Waay, toogal waay!

LL: Da ma war-a [liggééy] suba, moo tax.

W: Nyun itam, da nyu-y [liggééy] suba.

LL: [Suma rakk], tey da ma [gëmméntu] waay.

W: Baax na. Fanaanal ag dyàmm.

D-3

W:	Loo-y liggééy?	
LL:	Da ma-y dyàngale angale.	
W:	Man itam, loolu laa-y def.	Me too, that's what I do.
LL:	Âhâ? Kon book, war na nyu wàxtaan.	Really? Then we must talk.

D-4

A:	Éé, gaa nyi màngi dyàngi waay.	Hey, guys, I'm going to study.
B:	Waay, toogal waay! Am nga dyot.	Come on, stay! You have time.
A:	War naa defi suma dawàr yi.	I ought to go do my homework.
B:	Man itam, war naa bindi benn lesɔ̂.	Me too, I have a lesson to write.
A:	Nyu dem waay.	Let's go.
B:	Aytya. Or: Aywa.	Ok.

D-5

A:	Ana [Cindy]!	
B:	Dafa feebar.	
A:	Dafa feebar?	
B:	Waaw, dafa feebar.	
A:	Kon nag, da ma ko war-a seeti.	Well then, I must go visit her.

Handout - 1

Note the verbs in the following sentences:

Mun naa fééy.	I can swim. (Lesson 52)
War naa dem.	I ought to go.
Nar naa dem.	I intend to go.
Bëgg naa lekk.	I want to eat. (Lesson 41)

Wolof, like English, has verbal constructions in which one verb is linked to another. The first verb usually qualifies or modifies the second verb in one way or another. Note some further ways in which Wolof uses this two verb construction:

Da ma xaw-a feebar.	I'm sort of sick. (Lesson 63)
Mungi soog-a aksi.	I just arrived.
Gaawal dellusi!	Hurry back! (Lesson 43)
Lu mu-y dyéém-a def?	What's he trying to do?
Mungi bany-a wax.	He's refusing to speak.
Muddy na nyów.	He came at last.

The first verb, or linking verb, in this construction has a wide range of meaning, as can be seen from the English translations. Wolof has very few real adverbs, so this type of verb often corresponds to what in English would be a modification of the verb by an adverb.

In most kinds of Wolof sentences the first verb immediately precedes the second. In na-indicative sentences, however, the first verb is separated from the second by the predicator phrase (na plus a subject pronoun):

Da nyu war-a dyàng wolof.	We/they ought to study Wolof.
War na nyu dem.	We/they ought to go.

In the sentences below, listen for one of the following verbs, and then write the one you hear in the blank:

mun	(or mën, if your teacher uses this dialect variation) can, be able
war	ought, must, be necessary
bëgg	want, desire
nar	intend

1. _______ naa fééy.
2. _______ naa fééy.
3. _______ naa fééy.
4. _______ naa dem.
5. _______ naa dem.

fold here

1. Bëgg naa fééy.
2. Nar naa fééy.
3. Mun naa fééy.
4. Bëgg naa dem.
5. War naa dem.

6.	_______ nga naan?	6.	Bëgg nga naan?
7.	Foo _______-a toog?	7.	Foo bëgg-a toog?
8.	_______ nga togg?	8.	Mun nga togg?
9.	Ku _______-a dyàng wolof?	9.	Ku war-a dyàng wolof?
10.	Ku _______-a dyàng wolof?	10.	Ku nar-a dyàng wolof?
11.	Màngi _______-a dyàng wolof.	11.	Màngi bëgg-a dyàng wolof.
12.	Defe naa ne _______ na taw.	12.	Defe naa ne nar na taw.
13.	Lan laa _______-a dyënd tyi màrse?	13.	Lan laa mun-a dyënd tyi màrse?
14.	Da ma _______-a liggééy suba, moo tax.	14.	Da ma war-a liggééy suba, moo tax.
15.	Lu nyu _______-a def?	15.	Lu nyu war-a def?
16.	Loo _______-a dyënd tyi màrse?	16.	Loo nar-a dyënd tyi màrse?
17.	Gerte laa _______-a dyënd.	17.	Gerte laa nar-a dyënd.
18.	Doo leen ma _______-a won yoon wi?	18.	Doo leen ma mun-a won yoon wi?
19.	Màngi _______-a dem kër gi.	19.	Màngi nar-a dem kër gi.
20.	Da nga ko _______-a laady sa direktëër.	20.	Da nga ko war-a laady sa direktëër.

fold here

A characteristic of this two verb construction, as you have probably noticed by now, is the use of -a to link the first verb to the second. While the linking element -a is almost always present when the two verbs are immediately juxtaposed, it may also occur when the first verb is separated from the second verb (as in na-indicative sentences). In these cases the linking element -a is attached to the word (usually an object pronoun) immediately preceding the second verb.

Lesson 67 What's he trying to do?

M-1

defar siis-ëm	Dafa-y dyéém-a defar siis-ëm.	repair his chair	He's trying to repair his chair.
war fas	-------------- war fas.	ride a horse	
war welo	-------------- war welo.	ride a bike	
bëré	-------------- bëré.	wrestle	
dànk	-------------- dànk.	eat with his hands	
ràbb	-------------- ràbb.	weave	

C-1

T:	Xoolal [Ken]. Lu mu-y dyéém-a def?	Look at Ken. What is he trying to do?
S:	Dafa-y dyéém-a [war fas].	He's trying to ride a horse.

M-2

togg yaasa	Dafa-y dyéém-a togg yaasa.	cook "yaasa"	She's trying to cook "yaasa".
fetty sabar	-------------- fetty sabar.	dance the "sabar"	
yenu leket	-------------- yenu leket.	carry a calabash on her head	
wol	-------------- wol.	pound (grain in a mortar)	
futbàl	-------------- futbàl.	play soccer	

C-2

T: Xoolal [Cindy].
Lu mu-y dyéém-a def?

S: Dafa-y dyéém-a [yenu leket].

M-3

dawal	Dawal dyàfe na.	drive	To drive is difficult.
war fas	War fas -------.	ride a horse	
war welo	War welo ------.	ride a bike	
togg yaasa	Togg yaasa yomb na.	cook "yaasa"	To cook "yaasa" is easy.

C-3

T:	[Dawal] yomb na?	
S:	Waaw, yomb na. Or: Déédét, dyafe na.	

Handout - 1

C-4

A:	Màngi dem, da ma xaw-a tarde.	I'm going, I'm almost late.
B:	Kon nag, demal.	

D-1

A:	[Mbokk], na nga def?	
B:	A! Màngi fi ag dyàmm. Gëdy naa la(a) gis.	I haven't seen you recently.
A:	Màngi fi.	
B:	Kany nga nyów?	When did you come?
A:	Màngi soog-a aksi. Am naa fi [nyaar]-i fan rek.	I just arrived. I've been here only two days.

D-2

W:	Dégg nga wolof bu baax?	
LL:	Tuuti rek laa tyi dégg.	
W:	War nga ko dyàng de.	Well, you ought to learn it.
LL:	Tubaab yi, di na ny' ko gaaw-a dégg.	Do foreigners pick it up quickly?
W:	Am na nyu ko-y gaaw-a dégg, waaye barew nyu.	There are some who learn it quickly, but not many.

C-5

T:	Ana sa [dyëkkër]?	Where's your husband?
S:	A'u ma [dyëkkër].	I don't have a husband.

D-3

W:	Ana sa dyëkkër?	
LL:	A'u ma dyëkkër.	
W:	Lu tax?	
LL:	Da ma-y xaar ba nyibbi suma rééw.	I'm waiting until I return to mu country.
Or:	Yàkamtiw ma.	I'm not in a hurry (impatient).
Or:	A! Xa'u ma de.	Oh, I don't really know.
Or:	Tyi suma dëkk dyanx yi du nyu gaaw-a séy ni dyanx-i Senegaal.	In my country (lit: town) the girls are not in such a hurry to get married as those in Senegal.

D-4

W:	Ana sa dyabar?	
LL:	A'u ma dyabar.	
W:	Lu tax?	
LL:	A'u ma xaalis.	I don't have money.
Or:	Am naa ku ma-y xaar.	I have someone who is waiting for me.
Or:	Da ma-y xaar ma gën-a màgget tuuti.	I'm waiting until I'm a little older (lit: exceed in oldness a little).

C-6

A:	Butig ba nga dem?	
B:	Waaw.	
A:	Mun nga ma(a) dyëndal [singëm]?	Can you buy some chewing gum for me?
B:	Waaw. Indil.	
A:	Dyërëdyëf.	
B:	Waaw kany.	

C-7

A:	Ana [Tafa Mbay]?	
B:	[Tafa Mbay] de, gëdy naa ko(o) gis bu yàgg.	Tafa M'Baye? I haven't seen him recently.
A:	Man itam, gëdy naa ko(o) gis bu yàgg.	

C-8

A:	Na nyu dem seeti [Gore]. Dyar na(a) xool.	Let's go visit [Gore]. It's worth seeing.
B:	Kon nag, na ny' dem seeti [Gore].	

TO THE STUDENT:

In Senegalese society girls are expected to be married by the time they are twenty or twenty-one. This is why a single girl from another country who is older than this may frequently be asked why she is not married. Often this is more to get information about foreign customs than to embarass the individual.

Handout - 1

Note the linking verbs in the examples below:

Xaw naa tarde démba.	I was almost late yesterday.
Mângi soog-a aksi.	I just arrived.
Du nyu gaaw-a sèy.	They are not in a hurry to get married.

Listen carefully to the following sentences, and write xaw (be almost, sort of), soog (just have), or gaaw (be quick to) in the appropriate blank.

	fold here
1. Mângi _______-a dem.	1. Mângi gaaw-a dem.
2. Mângi _______-a aksi.	2. Mângi soog-a aksi.
3. Da ma _______-a feebar.	3. Da ma xaw-a feebar.
4. Suma bopp angi _______-a tody. (be bursting)	4. Suma bopp angi xaw-a tody.
5. Sàmba angi _______-a toog.	5. Sàmba angi soog-a toog.
6. Lu mu _______-a def?	6. Lu mu soog-a def?
7. Di na ny' _______-a dégg wolof.	7. Di na ny' gaaw-a dégg wolof.
8. Mângi _______-a dee ag sedd. (dead with cold)	8. Mângi xaw-a dee ag sedd.
9. Du nyu _______-a sèy.	9. Du nyu gaaw-a sèy.
10. Mângi dem, da ma _______-a tarde.	10. Mângi dem, da ma xaw-a tarde.

Note the linking verbs in the following sentences:

Gëdy naa la(a) gis.	I haven't seen you recently.
Yàgg nga(a) xaar?	Have you been waiting for a long time.
Dyar na(a) xool.	It's worthwhile seeing.

Listen carefully to the following sentences, writing one of the three linking verbs above in the appropriate blank:

11. _______ naa la(a) gis.	11. Gëdy naa la(a) gis.
12. _______ nga(a) feebar?	12. Yàgg nga(a) feebar?
13. _______ nga fi lool.	13. Gëdy nga fi lool.
14. _______ na(a) xool.	14. Dyar na(a) xool.

15. _______ nga(a) dyàng wolof?

16. _______ nga(a) dégg sa yaay?
(Haven't you heard recently from your mother?)

15. Yàgg nga(a) dyàng wolof?

16. Gëdy nga(a) dégg sa yaay?

Lesson 68 That chair is Tom's.

M-1

Demonstrate the following.

Siis bii bos-u Ken la.
(This chair is Ken's.)

Kaas ----------------.

Téére ---------------.

Montar --------------.

Butéél --------------.

Paaka ---------------.

[ ] --------------.

Siis bale bos-u Tom la.
(That chair is Tom's.)

Kaas -----------------.

Téére ----------------.

Montar ---------------.

Butéél ---------------.

Paaka ----------------.

[ ] ---------------.

C-1

T:	[Siis] [bii] bos-u [Ken] la?	Is this chair Ken's?
S:	Waaw.	
	Or: Déédét.	

M-2

Have students practice the sentences in M-1.

C-2

T: [Siis] [bii] bos-u Ken la?

S: Waaw, bos-am la.

Or: Déédét, bos-u [Cindy] la.

C-3

T:	Siis [bii] sa bos la?	Is this chair yours?
S:	Déédét, bos-u [Tom] la.	
T:	Sa bos ban la?	Which is yours?
S:	[Bale] la.	That one.

C-4

T: [Siis] [bii] sa bos la?

S: Déédét, bos-u [Tom] la.

T: Bos-am la? It's his?

S: Waaw.

C-5

T: Indil ma [tééré] [bale].
Or: Dyotali ma [tééré] [bale].

S: Munu ma ko. I can't do it.

T: Lu tax?

S: Bos-u [Tom] la.

Handout - 1

M-3

Teacher	Response 1	Response 2
naar	naar bii	naar bale
góór	góór gii	góór gale
dyigéén	dyigéén dyii	dyigéén dyale
amerikeny	amerikeny bii	amerikeny bale
xale	xale bii	xale bale
xarit	xarit bii	xarit bale

C-6

T: [Góór] [gale] naka la tudd?

S: [ ] la tudd.

Handout - 2

M-4

Collect two personal objects from each student.

Teacher	Response 1	Response 2
Bii sa montar la?	Waaw, suma bos la.	Déédét, du suma bos.
Bii sa [ ] la?	----, ----------.	------, ----------.

C-7

T: Bii sa [montar] la?
  Or: Bii sa bos la?

S: Waaw, suma bos la.
  Or: Déédét, du suma la.

If the reply is in the negative, ask the question Bos-u kan la? (Whose is it?)

M-5

Bii suma kaas la.	**This is your cup.**
------------- montar la.	
------------- butéél la.	
------------- paaka la.	
------------- [ ] la.	

C-8

A: Bii [kaas]-u kan la?

B: Bii, [suma] [kaas] la.

Or:	[Suma] bos la.	
Or:	Du bos-u kenn.	It's nobody's.
Or:	Kenn moomul kaas bii.	Nobody owns this cup.

Handout - 1

The difference between the proximate determiner (the) and the proximate demonstrative (this) is very slight:

"the"	"this"
siis bi	siis bii
góór gi	góór gii
dyigéén dyi	dyigéén dyii

Listen as your instructor reads the following and write in the correct determiner or demonstrative.

1. siis ____
2. siis ____
3. taabul ____
4. góór ____
5. góór ____
6. dyigéén ____
7. kaas ____
8. butéél ____
9. tééré ____
10. montar ____
11. muus ____
12. dyumaa ____
13. saxaar ____
14. xarit ____
15. dyàbar ____
16. gàrab ____
17. tyin ____
18. meew ____
19. nit ____
20. gan ____

fold here

1. siis bi
2. siis bii
3. taabul bii
4. góór gi
5. góór gii
6. dyigéén dyii
7. kaas bi
8. butéél bii
9. tééré bi
10. montar bi
11. muus mii
12. dyumma dyii
13. saxaar si
14. xarit bii
15. dyàbar dyi
16. gàrab gi
17. tyin lii
18. meew mi
19. nit kii
20. gan gii

Handout - 2

Listen as your instructor reads the following and write in the correct determiner (the) or demonstrative (this, that).

determiner	dem. (proximate	dem. (remote)
bi	bii	bale
gi	gii	gale
dyi	dyii	dyale
mi	mii	male
si	sii	sale
wi	wii	wale

1. góór ____
2. dyigéén ____
3. xarit ____
4. guy ____ (baobab tree)
5. kër ____
6. golo ____ (monkey)
7. dyumaa ____ (mosque)
8. muus ____
9. dyën ____
10. fas ____ (horse)
11. mbot ____ (frog)
12. muus ____
13. safara ____ (fire)
14. saxaar ____
15. dyën ____
16. kaas ____
17. nit ____
18. tyin ____
19. gan ____
20. butéél ____

fold here

1. góór gi
2. dyigéén dyii
3. xarit bi
4. guy gale
5. kër gii
6. golo gale
7. dyumaa dyii
8. muus mi
9. dyën wale
10. fas wale
11. mbot mii
12. muus male
13. safara si
14. saxaar sale
15. dyën dyii
16. kaas bale
17. nit ki
18. tyin lii
19. gan gale
20. butéél bii

Lesson 69 I'd like to learn to count in Wolof.

M-1

nyaar-i fan	Am na nyaar-i fan.	two days	It's two days.
nyett-i fan	----- nyett-i fan.	three days	

* * * *

nyaar-i weer	Am na nyaar-i weer.	two months
nyett-i weer	----- nyett-i weer.	three months

C-1

T: Kany nga nyów?

S: Am na [nyaar-i] [fan].

Also have the students answer the above with démba (yesterday), bërka-démba (day before yesterday), biig (last evening), bërka-biig (evening before last) and some of the days of the week.

D-1

A language learner meets one of his neighbors shortly after moving into the neighborhood.

W:	[Góór gi], fii nga dëkk?	Sir, do you live here?
LL:	Waaw.	
W:	Kany nga nyów?	
LL:	Am na [nyett-i] fan.	
W:	Foo dyógé waay?	Where do you come from?
LL:	Amerik laa dyógé.	
W:	Baax na. Xanaa di nga nyu seetsi?	Good. Will you come visit us?
LL:	Waawaaw, di naa fa nyów.	Yes, I'll come.

D-2

A language learner and a Wolof meet and become acquainted.

W:	Yàgg nga fii?	Have you been here long?
LL:	Déédét, am na [nyaar-i] weer rek.	No, it's only two months.
W:	[Nyaar-i weer] rek! Te dégg nga wolof?	Only two months! And you speak Wolof?
LL:	Waaw, tuuti rek laa tyi dégg.	Yes, it's only a little of it that I speak.
W:	Déédét, dégg nga ko bu baax.	No, you speak it well.

M-2

wonnyi	Mun nga wonnyi tyi wolof?	count	Can you count in Wolof?
bind	------- bind -----------?	write	
woy	------- woy ------------?	sing	

C-2

T:	Mun nga [wonnyi] tyi wolof?	Can you count in Wolof?
S:	Déédét, waaye bëgg naa dyàng.	No, but I want to learn.

C-3

Demonstrate the Wolof way of counting on the fingers as you give the words from one to five (bending the little finger down for benn, the ring finger down for nyaar, etc.

T:	Mun nga wonnyi tyi wolof?	
S:	Déédét, waaye bëgg naa dyàng.	
T:	Na nyu tàmbali book. Déglul! Benn, nyaar, nyett, nyent, dyuróóm.	Let's start then. Listen! One, two, three, four, five.

C-4

Ask for benn (1), nyaar (2), nyett (3), and dyuróóm (5). Include nyent (4) only after the students have demonstrated that they recognize the words for 1, 2, 3, and 5. (This should help to prevent students from confusing nyett and nyent.)

T: Won ma [benn].

S: (Shows [one] on his fingers.)

M-3

Have students repeat after you the numbers from one to five, counting on their fingers as they do so.

C-5

T: Mun nga wonnyi tyi wolof?

S: Waaw.

T: Won ma.

S: Benn, nyaar, nyett, nyent, dyuróóm.

T: Baax na.

Handout - 1

E-1

If there is time and if students need further drill on recognizing the numbers from 1-10, make up an oral exercise using numbers with familiar objects and people (as in the last part of Handout - 1), having the students indicate the number involved with their fingers in Wolof fashion. Be sure to teach them how to count on their fingers from 6-10 in Wolof fashion.

D-3

T: Kaay, na nyu dem reeri.

S: Éé, man, munu ma lekk.

T: Lu tax?

S: Da ma xaw-a feebar waay.

T: Da nga feebar?
Lu la dyot?

S: Suma [biir] da-y metti.

Or: Da ma am mettit-u biir.

T: Lan nga anye tey? What did you have for lunch?

S:	Tyeeb-u dyën laa anye, ag nyaar-i sorans, nyett-i banaana, nyent-i bényé, ag tàngal.	I ate (for lunch) rice and fish, two oranges, three bananas, four fritters and some candy.
T:	Ââ! Loolu yëpp nga lekk?	Did you eat all that?
	Da nga lekk lu ëpp moo tax nga feebar.	You ate too much, that's why you are sick.

Handout - 1

Listen as your instructor gives you numbers from 1 to 5, and then write them (1, 2, 3, 4, 5) in the spaces provided.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______

The numbers from 6 to 9 are based on the numbers 1 to 5:

dyuróóm benn (6)
(5) (1)

dyuróóm nyaar (7)

dyuróóm nyett (8)

dyuróóm nyent (9)

The word for 10 is fukk.

Write one of the above numbers in the space below.

7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______

fold here

1. nyaar (2)
2. benn (1)
3. dyuróóm (5)
4. nyett (3)
5. nyent (4)
6. dyuróóm (5)

7.	dyuróóm benn	(6)
8.	dyuróóm nyaar	(7)
9.	fukk	(10)
10.	dyuróóm nyett	(8)
11.	dyuróóm nyent	(9)
12.	dyuróóm	(5)
13.	nyaar	(2)
14.	dyuróóm nyaar	(7)
15.	nyett	(3)
16.	dyuróóm nyett	(8)
17.	dyuróóm nyent	(9)
18.	fukk	(10)
19.	dyuróóm benn	(6)
20.	benn	(1)

Objects are counted as follows:

benn paket	1 package
nyaar-i doom	2 sons/daughters
nyett-i góór	3 men

Listen to the following phrases and write down the number of objects (or people) involved:

21. ______
22. ______
23. ______
24. ______
25. ______
26. ______
27. ______
28. ______
29. ______
30. ______
31. ______
32. ______
33. ______
34. ______
35. ______

--------------fold here--------------

21. benn butéél (1)
22. nyett-i paket (3)
23. nyent-i boyet (4)
24. nyaar-i doom (2)
25. nyett-i góór (3)
26. dyuróóm-i siis (5)
27. fukk-i boyet (10)
28. dyuróóm benn-i xarit (6)
29. dyuróóm nyaar-i doom (7)
30. dyuróóm nyent-i góór (9)
31. nyent-i fan (4)
32. dyuróóm nyett-i weer (8)
33. dyuróóm nyaar-i màngo (7)
34. dyuróóm nyent-i fan (9)
35. fukk-i sorans (10)

Lesson 70 It's too early

M-1

taal làmp bi	Mun naa taal làmp bi?	light the lamp	May I light the lamp?
tëdy palanteer bi	Mun naa tëdy palanteer bi?	close the window	
ubbi bunt bi	Mun naa ubbi bunt bi?	open the door	

C-1

S: Mun naa [taal làmp bi]?

T: Déédét [teel] na torob.

Use additional answers from M-2 below.

M-2

teel	Déédét, teel na torob.	be early	No, it's too early.
tàng	Déédét, tàng na torob.	be hot	
ngelaw	Déédét, ngelaw na torob.	be windy	

C-2

A: Mun naa [taal làmp bi]?

B: Déédét, [teel] na torob.

M-3

dyàfe	Rafet na de, waaye dyàfe na torob.	be expensive	It's nice but it's too expensive.
gàtt	------------------ gàtt ---------.	be short	
woyaf	------------------ woyaf --------.	be thin, sheer	
tuuti	------------------ tuuti --------.	be small	

C-3

W: Suma xarit, loo wax tyi [mbubb mi]? — My friend, what do you say about the boubou?

LL: Rafet na de, waaye [dyàfe] na torob.

Also ask about the following: tubéy bi (the trousers), piis bi (the yard goods), simis bi (the shirt)

M-4

sedd	Déédét, sedd na torob.	be cold	No, it's too cold.
tàng	------, tàng na torob.	be hot	
xiin	------, xiin na torob.	be cloudy	
lëndëm	------, lëndëm na torob.	be dark	

C-4

T: Na nyu doxantu. — Let's take a walk.

S: Déédét, [sedd] na torob.

M-5

doxantu	Na nyu doxantu.	take a walk	Let's take a walk.
dyàngi	Na nyu dyàngi.	go to school	
anyi	Na nyu anyi.	go to lunch	

C-5

A: Na nyu [dyàngi].

B: Déédét, [teel] na torob.

C-6

A: Dégg nga [wolof]?

Or: Dégg nga [wolof] bu baax

B: Waaw, dégg naa ko tuuti rek.

Or: Déédét, déggu ma [wolof]

Or: Déédét, déggu ma [wolof] bu baax.

M-6

Ken, dégg na wolof?	Does Ken speak Wolof?
[ ], ------- [ ]?	

M-7

Teacher	Response 1	Response 2
Ken, dégg na wolof?	Waaw, dégg na ko.	Déédét, déggu ko.
[ ], dégg na [ ]?	____, __________.	______, ________.

C-7

A: Ken dégg na [wolof]?
B: Waaw, dégg na ko tuuti rek.
Or: Déédét, déggu ko.
A: Dyàng na [wolof]?
B: Waaw, dyàng na ko.

M-8

Du ma wax wolof bu baax.	I don't speak Wolof well.
--------- [ ] -------.	

C-8

T: Di nga wax [wolof] bu baax?	Do you speak Wolof well?
Or: Yàngi wax [wolof] bu baax?	
S: Du ma wax [wolof] bu baax.	

M-9

Wolof yomb na.	Wolof is easy.
[ ] -------.	

* * * *

Wolof dyàfe na.	Wolof is hard.
[ ] --------.	

C-9

A: [Wolof] [yomb] na?
B: Waaw, [yomb] na.

M-10

dawal	Da ma-y dyàng dawal.	drive	I'm learning to drive.
fééy	------------- fééy.	swim	
nyaw	------------- nyaw.	sew	
togg	------------- togg.	cook	

C-10

A:	Loo-y def?	What are you doing?
B:	Da ma-y [dyàng wolof].	I'm studying Wolof.
A:	[Wolof] dyàfe na?	Is Wolof hard?
B:	Dyàfewul noonu de.	Not that much.

Lesson 71 Gossip: Did you hear what I heard?

M-1

naan	Tom bëgg na naan torob.	drink	Tom drinks (lit: likes to drink) too much.
lekk	[ ] ------- lekk -----.	eat	
tux	[ ] ------- tux ------.	smoke	
	* * * *	* *	
wax	Lisa bare na wax torob.	speak	

C-1

T: Xam nga [Tom]?
S: Waaw.
T: [Bëgg] na [naan] torob?
S: Waaw, [bëgg] na [naan] torob.

M-2

naan	Dafa bëgg naan torob.	What he does is drink too much.
lekk	--------- lekk -----.	
tux	--------- tux ------.	
	* * * * * *	
bare wax	Dafa bare wax torob.	
[ ]	--------- [ ] -----.	

C-2

T: [Tom], naka la mel?	Tom, what's he like?
Or: Naka la [Tom] mel?	
S: Baax na de, waaye dafa [bëgg naan] torob.	He's okay, but he drinks too much.

M-3

Ku la-y dyàngal?	Who teaches you?
------- dimbëli?	Who helps you?
------- neex?	Who pleases you?
------- fadyu?	Who treats you (medically)?

C-3

A: Ku la-y dyàngal?
B: [Ab'lày Sekk].
A: Naka la mel?
B: Baax na de, waaye dafa [bare wax].

M-4

fetty	Mun naa fetty.	dance	I can dance.
togg	------- togg.	cook	
nyaw	------- nyaw.	sew	
dawal	------- dawal.	drive	
woy	------- woy.	sing	
fééy	------- fééy.	swim	

C-4

T: Mun nga [fetty]?
S: Waaw, mun naa fetty bu baax.
Or: Déédét.

M-5

fetty	Munu ma fetty.	I can't dance.
togg	------- togg.	
nyaw	------- nyaw.	
dawal	------- dawal.	
woy	------- woy.	
fééy	------- fééy.	

C-5

T: Mun nga [fetty]?
S: Déédét, munu ma [fetty].
Or: Waaw.
Or: Déédét, munu ma dara. — No, I can't at all.

M-6

Ken munul fetty.	Ken can't dance.
Tom munul dawal.	
Cindy munul togg.	
Lisa munul nyaw.	

C-6

T: [Ken] mun na [fetty]?

S: Déédét, munul [fetty].

Or: Déédét, munul dara.

M-7

Ken munul fetty, waaye mun na woy bu baax.	Ken can't dance, but he can sing well.
Lisa munul nyaw, waaye mun na togg bu baax.	
Tafa munul dawal, waaye mun na war fas bu baax.	Tafa can't drive, but he can ride a horse wll.

* * * * * *

Cindy déggul Wolof, waaye dégg na tubaab bu baax.	Cindy doesn't speak (lit: hear) Wolof, but she speaks French well.

C-7

T: [Ken] mun na [fetty]?

S: Munul [fetty], waaye mun na [woy] bu baax.

C-8

T: Dégg nga li ma dégg?	
S: Lool' lan la?	What is that?
T: Nee na nyu ne [Cindy] munul [togg].	They say that she can't cook.
S: Loolu du benn dëgg. Mun na [togg] bu baax.	That isn't true at all.

C-9

T: Dégg nga li ma dégg?

S: Lool' lan la?

T: Nee na nyu ne [Tom] [bëgg] na [naan] torob.

S: Loolu du benn dëgg. Dafa [bëgg naan] tuuti rek.

C-10

A:	Dégg nga li ma dégg?	
B:	Lool' lan la?	
A:	Ne na nyu ne [Sàmba Dyuuf] déggul [tubaab].	They say that [Samba Diouf] doesn't speak French.
B:	Loolu du benn dëgg. Dégg na [tubaab] ba dee.	It's not true at all. He speaks French well (lit: until death).

C-11

A:	Nee na nyu ne [Ibba Dyóób] dyàngal bu baax.	
B:	Waaw, waaye wax na angale torob.	Yes, but he talks English too much.

Lesson 72 Who owns this?

M-1

tànk	Suma tànk moo-y metti.	It's my foot that hurts.
loxo	---- loxo -----------.	
bopp	---- bopp -----------.	
ndigg	---- ndigg ----------.	
[ ]	---- [ ] ----------.	

C-1

Use a ruler to touch students in the appropriate places.

T:	Lan moo la-y metti?	What is it that hurts you?
S:	Suma [tànk] moo-y metti.	

M-2

Demonstrate C-1 before practicing the sentences below.

maa	Maa ko moom.	it's me who	It's me who owns it.
Tom-a	Tom-a -----.	it's Tom who	
moo	Moo -------.	it's him who	

Send one of the students out of the room. (Gennal tuuti, go out a little; gennal xaar tyi biti, go wait outside.) Take a watch (or some other article) from one of the remaining students. When the first student returns, his task will be to find out whose watch it is.

C-2

A: Ku moom [montar bii]?

B: Tom-a ko moom.

Or: Tom, moo ko moom.

M-3

montar bii	Yaa moom montar bii?	Is it you who owns [this watch]?
[ ]	-------- [ ]?	

C-3

A: Yaa moom [montar bii]?

B: Waaw, maa ko moom.

Or: Déédét.

M-4

Use pictures to present the following animals.

Lii nyey la.	This is an elephant.
--- bukki --.	This is a hyena.
--- gaynde --.	This is a lion.
--- xar --.	This is a sheep

C-4

T: Won ma [nyey wi].

S: Mungi

M-5

Rab yëpp, nyey moo tyi gën-a rëy.	Of all animals, the elephant is the biggest.
--------, bukki ------------ ragal.	... the hyena is the most cowardly.
--------, gaynde ----------- soxor.	... the lion is the meanest.
--------, xar -------------- dof.	... the sheep is the stupidest.

C-5

T: Ban rab moo gën-a [rëy] tyi rab-i all yëpp?	Which animal is the biggest of all the animals?
S: Rab yëpp, [nyey] moo tyi gën-a [rëy].	

Lesson 73 Let's go.

M-1

man	Ma nyów ag yow?	I	May I go with you?
nyun	Nyu nyów ag yow?	we	

C-1

T: Mângi-y dem [Sumbudyun].	I'm going to Soumboudioune.
S: [Ma] nyów ag yow?	May I go with you?
T: Waaw, aytya, na nyu dem.	Yes, come on, let's go.

If there is time, introduce and practice:

T: Nyungi-y dem [Sumbudyun].	We are going...
S: Ma nyów ag yeen?	May I go with you (pl)?

C-2

T: Bëgg nga [and] ag man [Sumbudyun]?	Do you want to accompany me to Soumboudioune?
S: Kany nga-y dem?	When are you going?
T: Léégi.	Right now.
S: Aytya, na nyu dem.	

M-2

any	Any dyot na.	to eat lunch	It's time to eat lunch (lit: to eat lunch has arrived).
reer	Reer -------.	to eat dinner	
nelaw	Nelaw ------.	to sleep	
fetty	Fetty ------.	to dance	

C-3

S: [Any] dyot na.	
T: Aytya, na ny' [anyi].	Come on, let's go eat lunch.

M-3

any	Aytya, na nyu anyi.	eat lunch	Come on, let's go eat lunch.
reer	-----, ------ reeri.	eat dinner	
ndékki	-----, ------ ndékkidyi	eat breakfast	
lekk	-----, ------ lekki.	eat	

* * * *

nelaw	-----, ------ nelawi.	sleep	
fetty	-----, ------ fettyi.	dance	

C-4

Repeat C-3, having students take both parts.

M-4

ndékki bi	Ndékki bi pare na?	breakfast	Is breakfast ready?
any bi	Any bi ----------?	lunch	
reer bi	Reer bi ---------?	dinner	

C-5

A:	[Any bi] pare na.	
B:	Bu yàgg.	A long time ago.
A:	Bon nag. Aytya ny' anyi.	
B:	Waaw, na nyu dem.	
Or:	Waaẁ, na ny' dem.	

C-6

A:	[Lisa], doo nyów nyu [any]?	
B:	Âhâ kany, na nyu dem.	Okay, let's go.
Or:	Âhâ kany, 'a ny' dem.	

Handout - 1

C-7

A learner and a Wolof friend are examining some articles that are available in Senegalese markets.

LL: Lii lan la?

W: Lii [layu] la tudd.

LL: Dyox ma, ma xool. Dyafe na walla yomb na?

W: [Yomb na].

C-8

Two friends have met on the street, greeted each other, and are about to go on their separate ways.

A:	Màngi dem waay. Or: Dem naa waay.	
B:	Baax na. Ba suba. Di ngéén dem màtty ba?	Okay. Until tomorrow. Are you (lit: [you-pl]) going to the soccer match?
A:	Defe naa ko de.	I think so.
B:	Kon nyu tàse fa.	Then we'll meet there.
A:	Baax na.	

C-9

A:	Nyu tàse ngoon?	Shall we meet tonight?
B:	Waaw.	
A:	Lu nyu-y def?	What shall we do?
B:	Lu la neex rek.	Just whatever pleases you.

C-10

A: Salaam màléékum.

B: Màléékum salaam.

A: Na nga def?

B: Màngi fi rek, alhamdulilà.

A: Naka nga fanaane?

B: Dyàmm rek.

A: Naka sa [dyabar]?

B:	Mungi fi rek, di la nuyyu.	She's fine, sends you greetings.
A:	Na dund ag yow. Mbaa kenn tawatul?	Thank you (lit: may she live with you). I hope nobody is sick?
B:	Déédét. Tubaarkala.	No. Fortunately.
A:	Mângi nyibbi. Yendul ag dyàmm.	I'm going home. Spend the day in peace.
B:	Nuyyul ma sa wa kër.	
A:	Di na nyu ko dégg, bu soobee Yalla.	

Handout - 2

TO THE STUDENT:

Frequently the request given during the leave-taking to greet someone is actually carried out later.

A: Nuyyul ma Tafa waay.

B: Di na ko dégg.

* * * *

(At home)

B:	Tafa, Sàmba Dyuuf angi la-y nuyyu.	Tapha, Samba Diouf sends you his greetings.
Tafa:	Ââ, na dund ag yow.	Thank you (lit: may he live with you).

Note that the response, na dund ag yow, is an optative construction in the third person.

Handout - 1

The minimal construction, (Lesson 56)
may be used in making requests in Wolof:

Ma nyów ag yow?	May (should) I go with you?
Mu nyów ag yow?	May (should) he go ------?
Nyun, nyu nyów ag yow?	May (should) we go ------?
Nyoom, nyu nyów ag yow?	May (should) they go ----?

Listen carefully to the following and
write ma, mu, or nyu in the blank.

1.	____ nyów ag yow?	1.	Ma nyów ag yow?
2.	____ -----------?	2.	Mu nyów ag yow?
3.	____ -----------?	3.	Nyu nyów ag yow?
4.	____ indi suma xarit?	4.	Ma indi suma xarit?
5.	____ xool?	5.	Ma xool?
6.	____ def ko?	6.	Mu def ko?
7.	____ tàse fa? (meet there)	7.	Nyu tàse fa?

-----fold here-----

The optative construction is used in urging a course of action.

Naa wax.	Let me speak.
Na dund ag yow.	Let him live and you too.
Na direktëër bi fey.	Let the director pay.
Na nyu dem.	Let's go.

While the regular imperative construction is generally used for commands, the second person optative can be used to show special politeness or to show that the request is indirect:

Na nga nyów.	Please come.
Na ngéén nyów.	Please (you pl) come.

The optative construction is formed by the use of the optative predicator na, a subject (noun, name or subject pronoun), and a verb:

Naa xool.	Let me look.
Na nga xool.	Please look.
Na xool.	Let him look.
Na nyu xool.	Let's look.
Na ngéén xool.	Please (you pl) look.
Na nyu xool.	Let them look.

Note that the third person singular does not have an overt subject pronoun, and the first person pronoun has contracted with na to form naa.

Listen carefully to the following and write naa, na nga, na, na nyu, or na ngéén in the blank:

8. ______ lekki.
9. ______ dem.
10. ______ nyów
11. ______ wax.
12. ______ dund ag yow.
13. ______ lekk tyeeb bi.
14. ______ wax tyi sa doom.
15. ______ waxtaan tuuti.
16. ______ ko Tom def.
(Let Tom do it.)
17. ______ fetty.
18. ______ futbàli.
(go play football)

----------fold here----------

8. Na nyu lekki.
9. Na nyu dem.
10. Na nga nyów.
11. Naa wax.
12. Na dund ag yow.
13. Naa lekk tyeeb bi.
14. Na nga wax tyi sa doom.
15. Na nyu waxtaan tuuti.
16. Na ko Tom def.

17. Na nyu fetty.
18. Na nyu futbàli.

Handout - 2

Be careful not to confuse the optative construction with the na-indicative (used in making statements of fact):

Na nyu dem.	Let's go.
Dem na nyu.	We went.

The major difference between the two constructions is the position of the verb with respect to the predicator phrase. A lesser difference also occurs in the second person, where the optative na is always retained before the second person pronouns:

Na nga toog.	Please sit down.
Toog nga.	You sat down.

Listen carefully to the following sentences and indicate whether the sentence is an optative or a na-indicative:

1. opt indic
2. opt indic
3. opt indic
4. opt indic
5. opt indic
6. opt indic
7. opt indic
8. opt indic
9. opt indic
10. opt indic

Among the following sentences are some regular imperatives (Toogal! Wax leen!) along with optatives and na-indicatives:

11. opt indic imp
12. opt indic imp
13. opt indic imp
14. opt indic imp
15 opt indic imp
16. opt indic imp
17. opt indic imp
18. opt indic imp
19. opt indic imp
20. opt indic imp

fold here

1. Na nyu dem. (opt)
2. Dem na nyu. (indic)
3. Toog nga. (indic)
4. Na nga toog. (opt)
5. Na nyu xool. (opt)
6. Lekki na nyu. (indic)
7. Nyów naa. (indic)
8. Na dund ag yow. (opt)
9. Fetty na nyu. (indic)
10. Na nga wax tyi sa doom. (opt)

11. Demal! (imp)
12. Na nyu xool. (opt)
13. Xool leen! (imp)
14. Xool na nyu (indic)
15. Xool na (indic)
16. Na nga xool. (opt)
17. Xool nga. (indic)
18. Bindël ko! (imp)
19. Bul dem! (imp)
20. Na nyu dem. (opt)

Lesson 74 That's where it's at.

C-1

In addition to post bi and guy gi use the following pairs of destinations and reference points:

destination	reference point
dispanseer bi	robine bi
lekool bi	dyàkk dyi
kër-sëriny	guy gi
butig-u naar bi	esans bi
marse bi	sinema bi

LL:	Ana [post bi]? Or: Fan la post bi nekk?	
W:	Gis nga [guy gi]?	
LL:	Waaw.	
W:	Foofu la.	That's where it's at.

Repeat C-1, beginning as follows:

LL: Xam nga [Sàmba Dyuuf]?

W: Waaw.

LL: Fan la dëkk?

W: Gis nga...

D-1

LL:	Lii nyaata la? Or: Lii nyaata?	How much is this?
W:	Lii (touching item 1)?	This?
LL:	Déédét. Lale (pointing).	No, that.
W:	Lii (touching item 2)?	This?
LL:	Waaw, loolu.	Yes, that (is the one which I asked about).

C-2

Place several objects for which students have not learned Wolof as yet, such as mbiib bi (whistle), soble si (onion), tyaabi dyi (key), bàle bi (broom), in several conspicuous places:

tyi kanam taabul bi.
tyi ginnaaw taabul bi.
tyi suuf taabul bi.
tyi suuf siis bi.
etc.

Place only one object in each of these places.

T: [Indil] ma [sondeel bi].
S: Lan moo-y [sondeel bi]?
T: Gis nga li tyi [kow] [taabul bi]?
S: Waaw.
T: Loolu la.

C-3

Place several objects for which students have not learned the Wolof as yet, such as xeer bi (stone), bàle bi (broom), kaani gi (red pepper), in several conspicuous places. Place two such objects in each place.

T: [Indil] ma [buum gi].
S: Lan moo-y [buum].
T: Gis nya li tyi [kow] [taabul bi]?
S: Lii?
T: Déédét. Lale.
S: Lii?
T: Waaw loolu.

C-4

T: Woowal ma [Tim].
S: Ku moo-y [Tim]?
T: Gis nga ki toog ag [Tom]?
S: Waaw.
T: Kooku la.

For the third line also use the following:

Gis nga ki taxaw ag [Tom]?
Gis nga ki-y [lekk] ag [Tom]?
Gis nga ki sol [robb] bu [xonx] bi?
Gis nga borom [robb] bu [xonx] bi?

C-5

T: Na nyu tàse [kër-Sàmba].
S: Fan moo-y [kër-Sàmba]?
T: Gis nya fi [dyigéén yi toog]?
S: Waaw.
T: Foofu la.

For the third line also use the following:

Gis nga fi woto bi taxaw?
Gis nga fi xale yi nekk?
Gis nga fi borom taabul bi nekk?

D-2

A taxi in which a learner has been riding gets into a small accident. A policeman comes along

Policeman:	Ku toony?	Who is in the wrong?
Driver:	Kale moo dal suma kow.	It's this one over there who hit me.
Policeman:	Dëgg la (addressing the LL)?	
LL:	Waawaaw. Kooku moo nyu fekksi.	Yes. That one came to our side of the street.

D-3

LL:	É, Yéén toog leen, ruse leen di xeex?	Hey, you stop it, aren't you ashamed of fighting?
A:	Moo ma toony.	It's him who wronged me.
B:	Da-y fen, moom moo dyëkk dóóré.	He is lying, it's him who hit first.
LL:	Waaw, bon kenn toonyul. Bàyyi benn xeex bi te nyibbi.	Ok, then nobody's wrong. Quit fighting and go home.

D-4

A:	Fekke nga xulóó bi?	Did you witness the argument?
LL:	Waaw, waaye da ma doon romb rek.	Yes, but I was only passing by.
A:	Ku toony? Ku ndyool ki?	Who was in the wrong? The tall one?
LL:	A! Wooru ma de, ndax du fi la yëf-i doore.	Well, I am not sure, because things did not start here.
A:	Moo war-a toony.	He must have been the one.
LL:	Mun na am.	Could be.

D-5

A:	Tafa, na nga def waay?	
Tafa:	Màngi fii rek di sonn. Biig ba tey da ma feebar.	I have been tired. I have been sick since yesterday.
A:	Lan moo la-y metti?	
Tafa:	Suma [bopp] moo-y metti.	I have a headache (My head is hurting).
A:	Seeti nga doktoor bi?	Have you seen the doctor?
Tafa:	Foofu laa dyëm nii.	This is where I am going now.
A:	Màssa waay. Yalla nga tàne ag dyàmm.	That's too bad. May you get better without any complications.
Tafa:	Dyërëdyëf.	

CLASSROOM PHRASES

1. Drill Instructions

Waxal [ ].	Say [ ].
Wax leen [ ].	Say (you-plural) [ ].
Laady ma [ ].	Ask me [ ].
Laady ko ko.	Ask him it.
Waxaatal, waxalaat.	Repeat.
Waxaat leen.	Repeat (you-plural).
Déglul.	Listen.
Déglu leen.	Listen (you-plural).
Déglul bu baax.	Listen well.
Déglul bu baax te wax [ ].	Listen well and say [ ].
Yow rek.	You alone.
Yeen nyëpp.	You all.
Yeen nyaar.	You two
Yeen nyett.	You three.
Yeen dyigéén.	You women.
Yeen góór.	You men.
Xoolal (fi).	Look (here).
Xool leen (ma).	Look (you-plural) at me.
Xool leen bu baax.	Watch (you-plural) well.
Noppil.	Be quiet.
Noppi leen.	Be (you-plural) quiet.
Waxal ma dégg.	Say (it) so I can hear.
Waxaatal ma dégg.	Repeat (lit: say again) so I can hear.
Waxal bu baax (ma dégg).	Say (it) well (so I can hear).
Waxal ndank.	Speak slowly.
Waxal bu gaaw.	Speak rapidly/right away.
Waxal tyi suuf.	Speak quietly.
Waxal tyi wolof.	Speak in Wolof.

(Waxal) tyi kow.	Speak loudly.
Waxal tyi suuf ndank.	Speak a little more softly.
Déggu ma bu baax, waxaatal.	I didn't hear well, repeat (it).
Waxal li mu wax.	Say what he said.
Lu tyi topp?	What follows?
Dégg nga (bu baax)?	Do you understand (well)?
Gis nga?	Do you see?
Waxaat ko ma dégg.	Repeat so I can hear.
Tontul.	Answer, reply.
Tontul tyi wolof.	Answer in Wolof.
Ku ma mun-a tontu?	Who can answer me?
Bul wax tyi kow.	Don't speak loudly.
Bul wax tyi suuf.	Don't speak softly.
Bul wax gaaw.	Don't speak rapidly.
Bul wax ndànk.	Don't speak slowly.
Bul déglu Ken.	Don't listen to Ken.
Bul wax loolu/noonu.	Don't say that.
Bul def loolu.	Don't do that.
Bàyyil wax.	Stop talking.

2. Classroom Mechanics

Xaaral	Wait.
Dyógël.	Stand up.
Toogal (waay).	Sit down.
Kaay fii.	Come here.
Demal toog.	Go sit.
Demal tyi biti.	Go outside.
Dyógël taxaw.	Get up and stand.
Duggal tyi biir.	Come in here.
Dimbëli ma.	Help me.
Waxal Wolof.	Speak Wolof.
Wax ma tyi Wolof.	Speak to me in Wolof.
Nuyyu ma/ko .	Greet me/him.
Nuyyul Tom.	Greet Tom.
Yàngi nelaw.	Wake up (lit: you are sleeping!)

Taxawal fii / fale.	Stand here/over there
Taxawal suma wet.	Stand at my side.
------- ---- kanam.	Stand in front of me.
------- ---- ginnaaw.	Stand in back of me.
------- ---- ndeydyoor	Stand at my right (hand).
------- ---- tyammony.	Stand at my left (hand).
Taxawal tyi wet-u Tom.	Stand at the side of Tom.
Demal taxaw tyi kanam-u Tom.	Stand at the side of Tom.
Bul toog fii.	Don't sit here.
Bul taxaw fii.	Don't stand here.
Bul yàkamti.	Don't hurry.

3. Comments on Performance

Waaw.	Yes.
Baax na.	Good.
Baax na torop.	Very good.
Waaw kany.	Okay.
Âhâ kay/kany.	Yes, okay.
Bon nag, baax na.	Well then, that's good.
Mhm.	Okay.
Loolu la.	That's it.
(Loolu) dëgg la.	(That) is the truth.
Déét du noonu, nii la.	No, it's not like that, it's like this.

4. Beginning and End of Class

Beginning:

Kaay nyu tàmbali.	Come, let's begin.
Tarde nga de!	You are tardy (to a student who is late).

End:

Any dyot na.	It's time to eat lunch.
Reer dyot na.	It's time to eat dinner.
Na nyu taxaw fii (ba ëllëg).	Let's stop here (until tomorrow).
Noppaliku leen (tuuti).	Take a break (lit: rest a little).

PRONUNCIATION EXERCISES

(William W. Gage)

These exercises have been arranged so as to cover most facets of the pronunciation of individual Wolof words. The initial sections cover points which should cause little difficulty for speakers of American English, and move on progressively to others which present more serious problems. It is envisioned that teachers using this text will utilize sections of this appendix in class from time to time as a check on students' pronunciation. The entire set of drills may be used quite early in the program in cases where there is a desire particularly to foster accurate pronunciation.

Most exercises are designed to be read across the lines. After doing this, the examples can be read from left to right, and then various lines of an exercise given in various orders.

A. Doubled Vowels

A-1 The two Wolof vowel sounds written in this course as ii and i are roughly equivalent to the English sounds in seat and sit. There is, however, less of a difference between the two Wolof sounds than between the parallel English ones.

diis	gis	heavy	see
niit	nit	illuminate	person
biig	dig	yesterday evening	to promise
tiim	lim	look down on from above	count up
Siin	tyin	Sine region of Senegal	kettle
Siidi	midi	Sidy, man's name	noon

A-2 A similar situation exists in the relation of Wolof vowels written uu and u with the English sounds in loot and foot.

muus	mus	cat	at any time
Puut	put	Pout, city in Senegal	throat
suuf	gub	ground	mow grass
buum	mun	cord	can

A-3 Certain other pairs of Wolof vowels written one double and the other single are differentiated from each other primarily by the greater length of the one written double.

fees	des	full	to be left
seef	def	chief	do
seet	set	look for	clean
meeb	eb	bait	a load

Seen	fen	Sène, family name	tell lies
soos	bos	sauce	possession (mine, etc.)
boot	tot	carry on one's back	seize
soob	sob	to please [God]	turbulent
woon	won	indicator of previous action	show
moom	pom	he	apple
toog	dog	sit	cut off

B. Doubled Consonants

B-1 Somewhat like the distinction between longer vowels written double and shorter vowels written single is the distinction in Wolof between consonants written double and those written single. For the consonants, however, the most readily noticed distinction is that the ones written double seem to be pronounced much more clearly and distinctly than the ones written single.

sànni	tane	throw	be better
dàmmit	tamit	breaking	also
wottu	woto	shun	car
metti	fete	to feel pain	scrub [clothes]
bakkan	naka	nose	how
sakket	paket	enclosing wall	package
soppel	tàpaat	affection	enclosure
kaddu	Badu	speech	Badou, man's name
siddit	midi	artery	noon
tàggu	dugub	take leave	millet
saggan	dagan	negligence	deserve
ubbi	suba	to open	morning
yàbbi	daba	remove from the mouth	mattock

B-2

benn	fen	one	tell lies
sonn	won	tired	show
tann	tan	choose	vulture
tàmm	tam	accustomed	also
sàmm	am	shepherd	have

B-3 Beside the two possibilities for doubled consonants, tt and dd, there is, at the end of a word pronounced by itself, only one possibility, t. This is equally true in the case of the other sounds paralleling t, namely p and k. Words pronounced with a final p-sound are written with b, the pronunciation these words most often have when followed by something else, so as not to have to change the spelling from b to p according to what follows. The spelling shows a final g for words which vary between a g-sound and a k-sound, but uses k for certain words which do not show this variation---rek and Amerik. (Final d is written only in a few borrowed words, for example ambasaad.)

bett	wet	sedd	surprise	surroundings	cold
fitt	sut	tudd	a bow	above	be named
fekk	teg	egg	find	to place	arrive
bokk	dog	togg	belong	cut off	cook
napp	rab	rabb	go fishing	animal	weave

C. Wolof Short Vowels

C-1 There is another Wolof vowel é whose quality of pronunciation is intermediate between that of i and e.

gis	bés	des	see	day	to be left
dig	yég	teg	promise	feel	to place
digg	dégg	egg	middle	hear	arrive
dikk	wékk	nekk	come	tie	be
fitt	gétt	bett	a bow	sheep pen	surprise
bind	gént	fenk	write	dream	new-born
sikkim	dyékki	tekki	beard	stay quiet	disengage

C-2 The two vowel sounds a and à are very close together in the pronunciation of many Wolof speakers. In comparison with the speech of many Americans, a is more similar to the vowel in duck or cut, while à bears a greater resemblance to the vowel of dock or cot. (This will have no relevance, of course, for Americans who pronounce cot like caught.)

Kàn	kan	Kane, family name	who
màtt	matt	bite	wood
sàkk	sakk	create	fill up
yàpp	napp	meat	to fish
bànk	dank	bank	fistful of rice

C-3 Another Wolof vowel ë must be distinguished from others already mentioned. (A complication related to the pronunciation of this centralized or "obscure" vowel is that most words usually pronounced with ë are also pronounced with some other vowel in the speech of some speakers of Wolof.)

dëgg	dégg	truth	hear
gënn	génn	mortar [for grinding]	go out
yëpp	fépp	all	everywhere
ëtt	gétt	courtyard	sheep pen
sës	bés	sustain	day
dëgg	digg	truth	middle
dëkk	dikk	city	come
yëpp	sipp	all	hate
sët	fit	grandchild	courage
sës	gis	sustain	see
dëgg	dugg	truth	enter
tëdd	tudd	lie down	be named
sët	sut	grandchild	above
sës	mus	sustain	once
sëmm	samm	motionless	shepherd
gënn	tann	mortar	choose
mën	man	powerful	I
sët	at	grandchild	year
sës	fas	sustain	horse

sës	bés	des	gis	mus	mos	fas
sustain	day	be left	see	once	taste	horse

D. Initial Stops

At the beginning of a word in Wolof, the paired sounds d and t, g and k, and b and p differ from each other in ways quite parallel to the differences between corresponding sounds in English. To a speaker of English the Wolof voiced sounds d, g, b, seem more forcibly pronounced than the English sounds and the voiceless sounds t, k, p, seem somewhat less strongly articulated than the like ones in English.

dank	tànk	fistful of rice	foot
dund	tund	live	hill

daaw	taaw	last year	eldest child
dëgg	tëgg	truth	smith
dàmm	tàmm	break	accustomed
gan	kan	stranger	who
gopp	kopp	long-handled spade	cup
gatt	këtt	short	to shear
guddi	kuddu	night	spoon
gaana	kaani	leprosy	red pepper
bos	post	possession	post office
benn	Pen	one	Pen, family name
bett	patt	surprise	blind in one eye
bunt	pont	door	nail

E. Palatal Consonants

E-1 The palatal stops dy and ty differ considerably from their closest English equivalents j and ch. The Wolof sounds begin much like the English sounds but pass smoothly on to the following vowel sound without the noisy explosion of English j and ch.

dyaam	Tyaam	slave	Thiam, family name
dyat	tyat	acquire	point
dyeeg	tyeeb	young worried woman	rice
dyën	tyin	fish	kettle
dyaay	tyaaya	sell	bloomer pants

E-2 At the ends of words Wolof tty is much like English ch, and Wolof ddy is much like English j, but the third possibility, single dy, suggests English t with a slight y-sound before it.

mutty	buudy	muddy	save	snail	end up
pitty	géédy	diddy	bird	ocean	thick
wàtty	naady	wuddy	get off	sun	co-wife

E-3 Wolof ny is closer to the ni in union than to any other sounds in English. This Wolof sound frequently begins a word--as English ni cannot.

nyaaw	naaw	vile	to fly
nyaan	naan	entreat	drink
nyan	nan	who? [plural]	how
nyag	nag	enclosing wall	cow

E-4 Wolof ny and dy at the ends of words are distinguished from n and t largely by the slight y-sound before the final consonant.

kon	kony	then	corner
kan	kany	who	when
mun	muny	can	patience
gën	bëny	better	tooth
naan	waany	drink	kitchen
Seen	feeny	Séne, family name	appear
Siin	siiny	Sine, region of Senegal	show one's teeth
nyeneen	nyemeny	other people	daring
naat	naady	guinea fowl	sun
boot	poody	carry on one's back	thigh
Puut	buudy	Pout, city of Senegal	snail
mot	dody	approximately	rock
at	ady	year	hang up
bët	gëdy	eye	infrequent
déét	géédy	no	ocean
lëgët	bëgëdy	scar	type of Senegalese sauce

E-5 The doubled consonants nny and ddy contrast with single ny and dy in the middle of words.

wannyi	ganye	count	win
sinnyél	benye	porcupine	fritter
baddyan	dadye	aunt	meet
addyi	aadyo	gather	longing

F. Strong Final Consonants

F-1 The stops which occur after nasal sounds are pronounced strongly, like the doubled consonants.

sopp	fomp	to value	to clean
takk	tànk	to tie	foot
Sekk	fenk	Seck, family name	new-born
gétt	gént	sheep pen	dream
kott	kont	grab someone strongly against one's body	account

sàtty	santy	steal	build
fetty	pénty	dance	public square
mutty	tyonty	be saved from danger	elbow

G. Other Vowel Contrasts

G-1 For four pairs of sounds, the contrast between single and doubled vowels was already drilled - i, ii, u, uu, e, ee, o, oo. With other vowels, such as é, there are fewer instances where both the single and doubled vowels can be found in similar situations.

nég	néég	wait	room
dédy	géédy	prove	ocean
bés	dyéém	day	try
gétt	déét	sheep pen	no
gént	dyigéén	dream	woman
dégg	léégi	hear	soon

G-2 The short vowel most like aa is à rather than a.

Wàn	naan	Wane, family name	drink
Bàdu	Baabu	Badou, man's name	Babou, family name
àset	paase	plate	go by
àku	paaka	a Gambian Creole	knife
wànag	daanu	toilet	fall
dyàfe	dyaasi	rare	saber

(Normally in this course à is not written at the beginning of a word, since that is the pronunciation of all initial a's by many speakers who in other circumstances pronounce a and à differently.)

G-3 The short vowel ó is comparatively rare, and sets of words which illustrate its relationship to other vowels are hard to find.

wute	mótó	woto	different	motorcycle	car
ubbi	yóbbu	toppul	open	bring	he doesn't follow
fukk	dyóg	dog	ten	get up	cut off

dyóg	Dyóób	get up	Diop, family name
mótó	yóótu	motorcycle	try hard
yóbbu	sóóbu	bring	dive

G-4 There can occasionally be some difficulty in distinguishing éé from ii and óó from uu.

séén	Siin	discern	Sine, region of Senegal
néég	miig	room	silence
déét	niit	no	illuminate
fééré	dyiite	be located	guide
yééné	diine	announce	religion
léégi	Biigé	now	Bigé, woman's name
póót	Puut	laundry	Pout, city of Senegal
yóós	muus	minnow	cat
wóóm	suuf	knee	ground
sóóbu	Duudu	dive	Doudou, man's name
yóótu	yuut	try hard	saliva

H. Vowels Followed by y and w.

H-1 Several different Wolof combinations of a vowel followed by y sound roughly equivalent to the vowel sound in English say.

ay	yey	some	chew
may	yey	give as a gift	chew
yey	Séy	chew	Sèye, family name
kay	Géy	certainly	Guèye, family name
yey	teey	chew	calm
Béy	béey	Bèye, family name	play marbles
tay	Géy	liggéey	guddéé
today	Guèye	work	late

fay	yey	Séy	fééy	teey
pay for	chew	Sèye	swim	calm

Maysa	Séydu	yéégul
Maīssa, man's name	Seydou, man's name	he didn't climb

H-2 Similarly, several combinations of vowel plus w approximate English owe.

aw	wow	go through	dry
nyaw	yow	sew	you
daw	dyuddóó	run	born of
kaw	déggóó	upwards	understanding

yow	nuyyóó	you	greet all around
Sow	soow	Sow, family name	shout
yow	dyoow	you	to row
dawsi	sóóbu	rush in	dive

H-3 Both ëy and ii resemble the vowel in English see.

bëy	bii	goat	this
sëy	fii	get married	here
wëy	nii	yes	this way
këyt	niit	paper	illuminate

H-4 In addition to the resemblance of Wolof ay to the English A-sound (say), it, as well as aay and ày, may seem to resemble the English I-sound (sigh).

kay	Gày	kaay	certainly	Gaye, family name	come on!
fay		yaay	pay for		mother
may		baay	give as a gift		father
tay		dyaay	today		sell

H-5 Similarly, beside the resemblance of Wolof aw to owe, it goes with Wolof aaw and àw as being close to English how.

Tyaw	Dyàw	tyaaw	Thiaw, family name	Diaw, family name	ciao, leave-taking
daw		daaw	run		last year
taw		taaw	rain		ugly
kaw		gaaw	go up		hasten

H-6 Several Wolof combinations of vowel plus y bear some resemblance to the English diphthong in boy.

boy		booy	catch fire		form of address among young people
Bóóy		buy	Boye, family name		baobab fruit
doy	dyooy	guy	enough	cry	baobab tree
moy	tooy	Puy	fail	humid	Puy, family name
woy	yooy		sing	thin	

H-7. Other vowels occur in Wolof followed by w which are less like any sounds in the more usual varieties of English. [To be read down the columns as well as across the rows.]

new	sew		kind of fruit	thin	
meew	teew	yeew	milk	at present	take up
néew	biddéew		scant	star	
niiw	biiw	yiiw	cadaver	surrounded by insects	hasten
niw	siw	yiw	sour cream	famous	grace

I. Medial Consonants

I-1 Notice the less distinct pronunciation of Wolof consonants between vowels compared to that at the beginning of a word. The weakly pronounced medial b, d, dy, and g often sound to the speaker of English like quite different sounds from their initial counterparts.

Baabu	Buubu	Babou, family name	Boubou, man's name
Duudu	déédét	Doudou, man's name	no
Dyaadyi	dyĕrëdyëf	Diadji, man's name	thanks
gaana saaga	dugub	leprosy insult	millet
foofu	fufu	over there	kind of soup
Soose	sënul	Sose, ethnic group	he doesn't support
tuuti	toppatoo	a little	occupied
kaani	naka	peppers	how
maamaat		great-grandmother	
nen-am		his egg	
nyoonyu		those people	
waawaaw		yes	
yooyu		those	

I-2 There is a possibility of hearing the weak dy between vowels as closer to Wolof yy than to initial dy, or of hearing b between vowels as being like the rather unusual Wolof doubled ww.

fayyu	dadye	get revenge	meet
bàyyi	aadyo	let go	longing
noyyi	naadye	breathe	turnip
nuyyu	dëdyu	greet	be seated
newwi	lebu	to swell	Lebu, ethnic group

J. Final Vowels

J-1 Both long and short vowels occur at the ends of words in Wolof. In many instances the final short vowels are in situations quite unlike any in which sounds at all similar occur in English, and these may present difficulties both for hearing and for pronunciation.

Bà	waa	Ba, family name	inhabitants
Dyà	daa	Dia, family name	ink
Kâ	gaa	Kâ, family name	folks
fo	woo	play	to call
ko	yoo	him	mosquito
po	moo	game	he (is)

de	dee	for sure	die
ne	mee	say	May
we	yee	fingernail	wake up
te	fee	and	right there
fi	fii	here	right here
ni	nii	how	thus
dyi	nyii	sow [seeds]	these people
dyë	dëë	forehead	two ('deux')

J-2 The most important contrast between final single and doubled vowels in Wolof is that between i and ii, which serves to distinguish the forms that translate as 'the' from those meaning 'this' or 'these'.

muus mi	muus mii	the cat	this cat
suuf si	suuf sii	the ground	this ground
yoon bi	yoon bii	the road	this road
gan gi	gan gii	the stranger	this stranger
doom dyi	doom dyii	the son	this son
nit ki	nit kii	the person	this person
dyën wi	dyën wii	the fish	this fish
fas yi	fas yii	the horses	these horses
nit nyi	nit nyii	the people	these people

J-3 There can also be the sound sequence /iy/, written always i-y, and occurring only in certain grammatical combinations.

Ku fi-y nyów?	Who's coming here?
Ku tyi-y dyi?	Who sows any in it?

J-4 The following drills are for distinguishing between Wolof short vowels in the second syllable of two-syllable words.

Fuuta	tuuti	Fouta, region of Senegal	a little
nyaata	yaatu	how much	broad
seeti	seetu	go see	look at
Dyaadyi	naadye	Diadji, man's name	turnip
noonu	tyoono	in that way	pain
dyiite	dyiitu	to guide	especially
tyaaya	waaye	bloomer pants	but
siti	site	syphilis	city
ana	tane	where?	feel better
same	tama	never	drum
sago	naka	reason	how
benye	genyo	fritter	belt

K. Wolof x

K-1 This sound presents a considerable pronunciation problem for an English learner of Wolof. Not only is it unlike any ordinary English speech-sound, but it also considerably alters the pronunciation of various Wolof vowels when they occur next to it. Between vowels the Wolof sound most nearly resembling x is g.

baaxony	saaga	crow	insult
yuuxu	Luuga	a cry	Louga, city in Senegal
taxaw	dagan	stop	deserve
naxe	dugub	deceit	millet
tóxu	sago	move (household)	reason
naxe	naka	deceit	how

K-2 At the end of a word the only other Wolof sound at all close to h is the one spelled g or k.

nax	nag	deceive	cow
dex	teg	river	put
dox	dog	walk	cut off
yiix	miig	slow	silence
séáx	néég	twin	room
neex	dyeeg	agreeable	young married woman
baax	book	good	then
guux	toog	drink	sit

K-3 At the beginning of a word, the closest sound is k.

xaw	kaw	almost	upwards
xam	kan	know	who
xady	kany	dog	when
xaany	kaay	hit on the head	come on
xītty	kàtty	pull	lying
xët	këyt	strike on the back	paper
xosi	kostim	scratch	suit
xaatin	kaani	already	peppers

K-4 Here are a few more words with x before different vowel sounds:

xiif	hungry
xey	get up in the morning
xew	fashion
xeex	fight
xóót	deep
xuuge	hunchback

K-5 Final doubled xx has a pronunciation similar to that of kk but made further back in the throat.

doxx	bokk	nape of the neck	belong
soxx	fokk	grind	must
taxx	takk	united	tie
nëxx	dëkk	lower abdomen	city
séxx	wékk	rooster	hook on
nuxxi	tukki	return to the surface	travel
daxxe	takku	race	faithfulness
dyéxxi	dyékki	stir while cooking	wait
sëxxët	sikkim	cough	beard

K-6 So, also, nx is parallel to nk.

tanx	tànk	draw water	leg
dyanx	dénk	young girl	entrust
xonx	fenk	red	new-born

L. Wolof l and r

L-1 These sounds in Wolof may seem to the speaker of English to be more like each other than do the corresponding English sounds.

lakk	rakk	fire	younger brother or sister
lab	rab	drown	animal
lekk	rekk	eat	only
lenn	ren	one thing	year
liit	riis	flute	rich
li	ri	that which	street
lafany	ràfet	paralytic	good-looking
bàle	bare	broom	lots
bolog	borom	robe with buttons	person in charge
solu	sori	get dressed	far
xale	xare	child	war
wolof	wurus		gold
balaa	baaraam	until	finger
dyëlaat	dyàraaf	catch all	vizier

L-2 Wolof r at the end of a word may be more like American English r than in other circumstances; word-final Wolof l, however, is never like English final l, but far closer to the l at the beginning of a word such as Lee.

defal	defar	do it!	fix
fadyal	fadyar	take care of it!	dawn
awal	kawar	pass through	hair
abal	dyabar	lend	wife
Tugël	dëgër	France	preseverance
soxal	soxor	load! [gun]	reprehensible
mel	mer	resemble	angry
dyal	dyar	heap	cost
bul	pur	don't	for
Faal	faar	Fall, family name	rib
bool	boor	bowl	side
seel	seer	cut leather into narrow strips	expensive
xaal	xaar	melon	wait

L-3 Observe the pronunciation of Wolof l and r in different positions in a word:

loolu	reer-am	that	his dinner
alal	sééréér	possession	Serer, ethnic group
leeralal	torotwaar	make it clear	sidewalk

L-4 Wolof has doubled ll as well as single l, and occasionally also has double rr.

sell	mel	sacred	resemble
dàll	dal	shoe	alight
dyéll	dyël	cross-eyed	get
dyàll	dyal	cross	heap
all	fal	country	elect
tàlli	tàli	extend	street
tollu	solu	of the same extent	get dressed
dyulli	dyula	pray	peddler
dellu	xelu	go back	decide
ëllëg	bolog	tomorrow	robe with buttons
dyàllaat	xalaat	go past	thought
narr	nar	lying	intend
furr	tur	[white] as snow	given name

L-5 In a certain type of Wolof pronunciation the r-sound used is like that of standard French. For speakers who use that pronunciation, the English listener may have some difficulty in hearing the difference between final r and final x.

weex	weer	white	month
taax	taar	stone house	beauty
guux	kuur	drink	pestle
pullóóx	Tukulóór	manioc	Tukulor, ethnic group
wax	war	say	have to
dex	der	river	skin
dyox	yor	give	to handle

M. Clusters with Nasal Consonants

M-1 The most common type of combination of consonants in Wolof is formed of a stop consonant preceded by a nasal sound made with the tongue and lips in the same position. In the middle of words these are quite like comparable English sequences, as in, say: under, enter, amber, scamper, finger, sinker, injure, venture. There is also the rather un-English nx.

indi	Binta	bring	Binta, woman's name
démba	lempo	yesterday	tax
dyàngal	ankar	teach	ink
xandyàr	dyentyal	small change	keep
sangu	sànxàl	wash oneself	ground millet

M-2 There is some similarity in the effect of mm and mb, and of nn and nd in the middle of words.

tyamminy	nyambi	husband's brother	manioc
simmi	ëmbël	take off [clothing]	cover
gémminy	démba	mouth	yesterday
dyunni	indi	thousand	bring
génné	lëndëm	shut out	dark

M-3 The previously mentioned clusters of nasal plus stop that occur in the middle of words also come at the ends of words. Of these, mb and ng are not matched by sequences found in English, so that students should pay attention to always pronounce the final b or g in these combinations.

dund	bunt	live	door
nand	sant	shrewd	family name
lëndy	santy	roil water	build
làmb	làmp	Senegalese wrestling match	lamp

yomb	fomp	easy	sweep
sëng	fenk	palm wine	new-born
lang	dank	hang up	fistful of rice

M-4 Combinations of a nasal sound with the voiced-stop sound made with the lips and tongue in the same position occur at the beginning of words in Wolof. This presents a situation quite unlike English and offers difficulties for both pronunciation and hearing.

mbaam	maam	donkey	grandparent
mbar	mar	scabbard	thirsty
mbaa	maa	isn't it the case that...	I (am)
Mbày	may	Mbaye, family name	give as a gift
mbiip	miir	flute	dizzyness
Mbuur	muuny	M'Bour, city in Senegal	smile
Ndiir	niir	N'Dir, family name	cloud
Ndar	nar	Saint-Louis	intend
ndaa	naa	water jar	let me
ndànkul	nangul	He isn't being slow.	allow
ndof	nob	insanity	love
Ndoóy	nooy	N'Doye, family name	soft
ndyar	nyam	yogurt drink	taste
ndyaay	nyaan	merchandise	entreat
ndyool	nyoom	tall	they
ndyàng	nyàkk	reading	lose
ndyuum	nyun	error	we

M-5 In Wolof the sequence ng is more usual than the simple sound ŋ, but both occur and must be distinguished in all positions, including at the beginning of words -- a situation in which the English ng-sound does not occur in English words.

dyàng	Nyàŋ	learn	Niang, family name
tàng	kaaŋ	hot	head
rangony	daŋàr	tears	venom
ngaam	ŋaaŋ	jaw	have the mouth open
ngand	ŋas	large	measles
ngot	ŋott	kind of fish	stingy

M-6 In certain cases, where n is written after the vowels a, o, and e, the n represents a nasal sound merged with the preceding vowel. This is the case for n before s -- and, where it occurs, before w and f. Such nasalized vowels are written â, ô, and ê in other circumstances.

râ	line
bô	fine
suwê	June
surans	orange
oons	fish hook
faranse	French
sanwiye	January
enfirmeer	nurse

N. Review of Consonants

[Each of this set of exercises may be read down the columns as well as across the rows, after which words in it may be used in random order.]

N-1 The common ways of beginning a Wolof word are those illustrated by the following examples:

fan	sant		xam	where	family name		know
Pen	tan	tyin	kan	Pen, family name	vulture	kettle	who
ban	dem	dyam	gan	mud	go away	pierce	stranger
man	nan	nyan	ŋas	I	how	who all	measles
mbany	Ndoŋ	ndyàng	ngand	enemy	N'Dong, family name	reading	large
won	lan	yan	am	show	what?	which ones?	have
	ren				year		

N-2 The single consonants occurring finally are illustrated by the next two sets of examples:

def	des		dex	do	be left		river
yab	at	ady	ag	consider-ation	year	hang up	with
am	yan	any	Nyàŋ	have	which ones?	lunch	Niang, family name
aw	dal	ay	yar	pass through	alight	some	bring up

Yusuf	timis		tabax
dugub	tawat	bëgëdy	wànag
kanam	dewen	sateny	màndeŋ
nelaw	abal	Usuy	dyabar
Yousouf, man's name	dusk		masonry construction
millet	be sick	kind of sauce	toilet
face	next year	chestnut	Maninka, ethnic group
sleep	lend	Oussoye, city in Senegal	wife

N-3 All single consonants except ty may be found occurring between vowels.

defe	dese		laxas	think	lack		wrap
kipe	fete		leket	be occupied	scrub [clothes]		water-melon
daba	midi	dadye	lëgët	mattock	noon	meet	scar
timis	tene	sunyu	daŋàr	dusk	panther	our	poison
kawas	wolof	woyof	borom	stockings		light-weight	person in charge

N-4 These examples illustrate doubled consonants between vowels.

			sëxxët				cough
pàpp	metti	bëttyëg	sikkim	dad	pain	daytime	beard
nyebbe	kuddu	baddyan	saggan	beans	spoon	aunt	negligence
simmi	dyunni	wannyi		take off [clothing]	1000	count	
newwi	ëllëg	nuyyu		to swell	tomorrow	greet	

O. Clusters

O-1 In addition to the clusters beginning with a nasal sound, there are other combinations of consonants in Wolof. The most frequent position for these is between vowels. The type consisting of r plus another consonant is by far the most common.

dyarbaat	nephew
sàrdê	garden
surga	family retainer
armeel	cemetery
furne	stove
gerte	peanuts
barke	blessedness
xurfaan	a cold

màrse	market
sarwiis	military service
soldaar	soldier
alkol	alcohol
testan	heel
miskin	unhappy
làspeer	sling shot
soxlo	need
soxno	woman
fëxyë	kind of shirt
waxtu	hour
soble	onions
déglu	listen
seetlu	notice
apree	after
patrô	boss
abyô	airplane
limyeer	light
resyô	region
sinwaa	oriental
istwaar	history
Abdu	Abdou, man's name
taksi	taxi

O-2 Two suffixes, -kat 'one who __s' and -gum 'to have already __d', cause unusual sequences of sounds in Wolof words.

nyawkat	fééykat	tailor	swimmer
watkat	rabbkat	barber	weaver
bindkat	tëggkat	writer	smith
fettykat	làkk-kat	dancer	foreigner
dugg-gum	lekkgum	already have entered	already have eaten

P. Occurences of Vowels

P-1 Eight Wolof doubled vowels occur at the ends of words.

[To be read in both directions.]

nii	guddéé	dee	in this way	late	dead
dëë		daa	two ('deux')		ink
ruu	déggóó	yoo	wheel	mutual understanding	mosquito

P-2 Apparently final uu seldom occurs. The sequence of sounds uw appears in certain grammatical situations.

Sanguw ma.	I didn't take a bath.
Tuuruw tyi.	It didn't pour into it.
Soluw fi.	He didn't get dressed here.
Moytuw nyu.	He didn't avoid us.

P-3 Examples can be given of all the short vowels except é in single-syllable words. [To be read in both directions.]

dyi		we	sow [seeds]		fingernail
dyë	na	Dyà	forehead	how	Dia, family name
nyu	Ló	fo	they	Lo, family name	play

P-4 In longer words all the short vowels except à and ë occur fairly frequently in final position, although ó and é are considerably less common than the other four. [To be read in both directions.]

biti	téyé	fete	outside	hold in one's arms	scrub [clothes]
	dara			nothing	
musu	mótó	woto	never	motorcycle	car

P-5 Compare the pronunciation of short vowels before a single consonant, short vowels before doubled consonant, and doubled vowels before single consonant.

fit	fitt	siit	courage	bow [& arrow]	drip
dig	dikk	biig	to promise	come	yesterday evening
yég	wékk	yéég	feel	hook on	mount
Pen	kenn	teen	Pen, family name	someone	a well
xel	sell	seel	spirit	sacred	cut leather into narrow strips
sob	bopp	Toob	turbulent	head	Tob, family name
làl	dyàll	laal	bed	cross over	touch
midi	siddit	Siidi	noon	artery	Sidy, man's name
wudé	kuddu	Duudu	cobbler	spoon	Doudu, man's name
fete	metti	seeti	scrub [clothes]	hurt	look for
Lebu	nyebbe	feebar	Lébu	beans	sick
woto	wottu	dootu	car	shun	not any
solu	tollu	loolu	get dressed	of like extent	that
gane	sànni	gaana	visit	throw	leprosy

Q. Patterns of Syllables in Words

Q-1 The rhythm of Wolof speech depends in a significant way on the occurrence of long and short vowels within words and also on whether there is a single consonant or two consonants after a short vowel. The following sets of words illustrate the effect of variations in the first syllable when the second is long:

maamaat	Ammaat	defaat	great-grandparent	Amath man's name	do over
yaakaar	daxxaar	Dàkaar	hope	tamarind	Dakar
tooyaay	guddaay	nidyaay	humidity	length	uncle
waawaaw	ginnaaw	gàraaw	yes	back	serious
moomeel	bàmmeel	nobeel	property	tomb	love
déédéét	Tënggéédy	xiréét	no indeed	Rufisque, city in Senegal	snag fish

Q-2 The following drills are for practice of various patterns of types of syllables in longer words:

doxontu	raxasu	take a walk	wash one's hands
werànte	yàrute	argue	politeness
wërëngël	nyoriku	round	detect
rawante	yewute	race	wisdom

Q-3

safara	tyàwarte	allarba	fire	diligence	Wednesday
defile	deferlu	tàndarma	parade	get fixed	date
yemadi	gatandu	yàkkamti	effrontery	welcome	urgent
defarul	desambar	septambar	prepare	December	September

Q-4

farala	gellowar	leeralal	often	noble	explain
dimëli	nëbbëtu	mëëbële	help	hide	furnish
raxasu	tàxxali	dyééxëli	wash one's hands	separate	finish
doxontu	toggantu	doorante	take a walk	play cook	between
rawante	diggënté	reewànde	race	among	pride
ministër	kompràndar	noowambar	cabinet minister	understand	November

Q-5

rafetaay	Abdulaay	seelukaay	beauty	Abdoulaye, man's name	shelter
defaraat	istuwaar	daanuwaat	do over	history	subside
Kodiwaar	kastiloor	paasewaat	Ivory Coast	pan	go past
talaata	alkaati	xeebaate	Tuesday	policeman	boast
degaaseel	[su mu ko] yôbbaaléé	téémééréél	set loose	[if he] takes [it] along	100th

Q-6

yàràdiku	fàttaliku	faxxastalu	Saràxolle
Amerikê	miltipliye	elektrisen	endepàndans
peresidan	dyàngalekat	atansiyon	peresante
impolite	memory	run into	Sarakhole, ethnic group
American	multiply	electrician	independence
president	teacher	attention	introduce

Q-7 The lesser prominence of the vowel ë compared to other Wolof vowels also affects the rhythm of Wolof words.

dyëli	tàli	go get	road
tëri	diri	go to bed	drag
bëré	pare	contest	finish
dëdyul	fadyul	to seat	he didn't take care
rëyaay	nidyaay	greatness	uncle
sëtaat	gisaat	grandchild	see again
dyëlaat	xalaat	catch again	think
Tënggéédy	tànggoor	Rufisque, city in Senegal	heat
rëkiléél	tukulóór	to draw back	Tukulor, ethnic group
xëttyëlé	xàddyale	pull along with	multiply
dyërinyóó	direktëër	employ	director

R. Reduplicative Formations

R-1 The instances where the same syllable is repeated in Wolof word-formation constitute one particular type of rhythmic pattern in Wolof pronunciation.

mën-mën	strength
dyam-dyam	cut
xam-xam	knowledge
ngëm-ngëm	faith
siin-siin	native of the Sine region
tóór-tóór	large seagull
dëgg-dëgg	in reality
dyolof-dyolof	native of the Jolof region
dyékki-dyékki	suddenly
waalo-waalo	native of the Oualo region
patpati	to strike

Notes on Wolof Grammar

by

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for the present text by
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Part I Verbs

1. The Presentative angi (anga)

The basic function of angi and its variants is to present or call attention to something or someone existing or doing something at the time of speaking. As with the noun determiners (See Grammar Note 22), the final vowel i in angi indicates that what is referred to is close at hand. If the person or thing referred to is not close at hand, the final vowel used is a and the form of the presentative is anga instead.

The presentative angi (or anga) can modify both nouns and pronouns, and the word order is always the noun or pronoun first, followed by the presentative form. The pronouns thus modified are subject pronouns (See Grammar Note 26). Of the various forms of subject pronouns which exist, the following are the ones used with the presentative:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	ya	yeen
3rd Pers.	mu	nyu

When the presentative is used with the pronominal forms mu and nyu, it usually occurs without any effect of its first vowel (e.g. mungi rather than the rarer mongi). The resulting usual forms with angi are:

	Singular	Plural
1st Pers.	màngi	nyungi
2nd Pers.	yàngi	yeen angi
3rd Pers.	mungi	nyungi

If the presentative is used alone with a noun or pronoun (that is, without an accompanying verb), then the forms angi and anga are similar in function to the French presentatives voici and voilà respectively, e.g. kër angi "here is a house (Fr. voici une maison)", gaal anga "there is a boat (Fr. voilà une pirogue)", màngi "here I am (Fr. me voici)". In such constructions, the pluralization of a noun without a determiner is indicated by ay preceding the noun, e.g. ay kër angi "here are some houses (Fr. voici des maisons)". If a determiner is used with a noun modified by the presentative, the determiner takes its usual position immediately after the noun, and is in turn followed by the presentative. When used with the presentative, the vowel of the noun determiner is obliterated, even if the object is close at hand (since this is shown by the use of i as the final vowel of the presentative), e.g. kër g'àngi "here is the house (vōici la maison)", kër y'àngi "here are the houses (voici les maisons)".

When a noun or pronoun is modified by the presentative followed by a verb, this indicates that the action expressed by the verb is going on at the time of speaking. Such verbal constructions with the presentative are more or less equivalent in meaning to English constructions with to be in the present tense plus a present participle, e.g. màngi dem "I am leaving", Dyóób angi wax "Diop is speaking", xale y'àngi lekk "the children are eating". If the action is remote from the speaker, this is shown by the use of the final vowel a instead of i in the presentative form. When anga is used, it is always followed by -y (a variant of the auxiliary di), e.g. Dyóób anga-y wax "Diop is speaking (at a remote place)". The remote form of the verb will not be used with the first and second persons, singular or plural, since the situations in which they should be used do not arise.

In rapid speech, the presentative may sometimes be heard used in an abbreviated form aŋ (or -ŋ after mu and nyu).

2. The Explicative Predicator dafa

There is one verbal predicator which has the basic function of indicating that the verb it is used with is to be taken as an explanation of something. This Wolof explicative predicator has no single structural or functional counterpart in English. Something close to its meaning can be expressed by giving the English verb or adjective a special stress, e. g. "he WORKS", "it's SMALL", or adding some sort of explicative phrase, such as "what he does is work", "what it is is small" or "that's because he works", "it's that it's small".

The Wolof explicative predicator has three forms, one full form, and two abbreviated forms. The full form, dafa, is used when no subject or object pronoun follows. When a subject pronoun follows, an abbreviated form, da, is always used. When an object pronoun follows, either of these two forms can be used, and another abbreviated form, daf, is also often used. When the particle di follows, either the dafa or the da form is used with the -y form of the particle, or the daf form is used with the di form of the particle. The subject pronouns which are used after the explicative predicator have the following forms:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	nga	ngéén
3rd Pers.		nyu

The usual order of verbal constructions with the explicative predicator is predicator + subject pronoun + object pronoun + the particle di + verb, although not all of these will occur in all constructions. When the particle di is absent from the construction, the verb has completive meaning.

Da ma ko dyàng. "I've STUDIED it." or "That's because I've studied it."

Da nyu-y liggééy. "They WORK." or "What they do is work." or "That's because they work."

As is shown by the preceding subject pronoun table, there is no 3rd person singular subject pronoun used with the explicative predicator. When it is used without a subject pronoun, it normally implies a 3rd person singular subject.

Dafa tàng. "It's HOT." or "It's that it's hot." or "It's because it's hot."

Dafa-y nelaw.
Da-y nelaw.
Daf di nelaw.
"He's SLEEPING." or "It's because he's sleeping."

Daf ko dyàng.
Da ko dyàng.
"He's STUDIED it." or "That's because he's studied it."

When they are followed by object pronouns, the subject pronouns ma, nga, and nyu may be abbreviated to -m', -ŋ, and -ny' after da in rapid speech.

Da-m' ko def for Da ma ko def. "I've DONE it." etc.

Da-ŋ ko def for Da nga ko def. "you've DONE it." etc.

Da-ny' ko def for Da nyu ko def. "We/they've DONE it." etc.

Constructions with the explicative predicator are negated simply by adding the negative suffix to the verb in the construction, or to the particle di instead, if that occurs.

Da ma dyàngul. "It's because I haven't studied."

Da ma dul dyàng. "It's because I'm not studying."

3. Active vs. Stative Verbs, and the Completive Marker na

In Wolof, verbs are used for a number of purposes which require other grammatical devices in such Western European languages as English and French. For example, English and French have special grammatical devices for modifying nouns and verbs (i.e. adjectives and adverbs of manner). Wolof has no adjectives and few, if any, adverbs of manner as such; instead, verbs and verb phrases are used to modify nouns and verbs. In order to understand how Wolof verbs are able to carry out the functions of English or French verbs, adjectives, and adverbs of manner, it will be helpful to consider Wolof verbs as being of two different types:

1. Active verbs. Active verbs are those which indicate an action or process. Wolof active verbs almost always correspond to verbs in English.

   wax "to speak", dem "to leave", lekk "to eat"

2. Stative Verbs. Stative verbs are usually verbs which indicate being in a particular state of mind or static condition. Wolof stative verbs which indicate a state of mind usually correspond to verbs in English.

   xam "to know", bëgg "to want, desire", nob "to love", gëm "to believe in"

Wolof appears to make some sort of distinction between states of mind, which are indicated by stative verbs, and certain actions or processes which, though of a mental nature, are indicated by active verbs. Cf. foog "to think, believe (that)" which is a stative verb, but xalaat "to think about, ponder, which is an active verb. The semantic criteria which differentiate active and stative verbs may sometimes be further confused by inaccurate but established translation equivalents for Wolof and French or English. For example, "to hate, detest" may be given as the translation of the verb bany, so that the verb would appear to be a stative verb. However, bany literally means "to refuse, reject", and is accordingly an active verb.

Wolof stative verbs which indicate the static condition of something or someone correspond most closely to predicate adjectives in English.

baax "(to be) good, kind", rëy "(to be) big", feebar "(to be) sick", mun "(to be) able", xiif "(to be) hungry"

In English, a noun may be modified either by a simple adjective or by a predicated adjective, e.g., "the big house" and "the house is big". Since Wolof verbs carry out the function of English adjectives, the difference between the two kinds of English noun modification must be shown by some kind of verbal construction. Wolof uses a subject and a stative verb of the appropriate meaning for circumstances in which English has a clause with an ajective in the predicate. The pre-noun modifier construction in English is represented in Wolof by a relative-clause type of construction (e.g. kër gu rëy gi "the house which is big").

One of the most concrete differences between these two kinds of Wolof verbs has to do with the use of the presentative angi (See Grammar Note 1). Active verbs can be modified by angi, while stative verbs ordinarily cannot. In fact, the quickest way to tell whether a Wolof verb is active or stative is to ask a native speaker if one can describe the present state of things by saying mungi X, where X is the verb in question. The fact that stative verbs cannot be so used with angi means that reference to present time (which is indicated by means of angi with active verbs, e.g. mungi wax "he/she is speaking") must be indicated by some other means when a stative verb is involved.

For stative verbs, the fact that the state or condition exists at the time of speaking is usually indicated by the completive marker na, which always follows the verb it modifies. When used with stative verbs, this marker seems to indicate literally that the coming into being of the state or condition has been completed. In a looser sense, however, it can be considered as simply a present tense marker for stative verbs.

When a completive marker na is used, it is immediately followed by the subject pronoun. The forms of the subject pronoun in combination with the completive marker na are:

	Singular	Plural
1st Pers.	naa	na nyu
2nd Pers.	nga	ngéén
3rd Pers.	na ☐	na nyu

E.g., xam naa "I know", feebar naa "I am sick", bëgg na nyu "we/they want", baax na nyu "we/they are good, kind".

As the preceding table indicates by □, there is no 3rd person singular pronominal form used after the completive marker na. Instead, na itself automatically expresses a 3rd person singular subject if no other subject pronoun is used with it.

xam na "he/she knows", rëy na "he/she/it is big"

If the subject of the verb is 2nd person, the following forms of the 2nd person subject pronouns are used after the verb, and the completive marker itself is omitted:

	Singular	Plural
2nd Pers.	nga	ngéén

E.g., xam nga "you (sing.) know", baax ngéén "you (pl.) are kind"

The same kind of completive construction (containing either the marker na or the 2nd person pronominal forms nga, ngéén) is also used with active verbs. With active verbs, however, the completive construction indicates that the action or process referred to has already been completed by the time of speaking, and is therefore more or less equivalent to the English present perfect.

Wax naa. "I have spoken." (cf. Xam naa. "I know.")

Lekk nga. "You (sing.) have eaten." Xiif nga. "You (sing.) are hungry." (cf. the same construction with a stative verb: Dem na. "He/she has left.")

When a noun is used for a 3rd person singular or plural subject, that noun usually takes first place in the sentence, while the remainder of the sentence continues in the same way as for a pronoun subject, with no pronoun for the 3rd person singular, but nyu for the 3rd person plural.

Góór gi dyël na xaalis bi. "The man has taken the money."

Sunyu-y dëkkëndóó dimbëli na nyu suma waa kër. "Our neighbors have helped my family."

The object of the form Verb + na follows the subject pronoun. In this case both subject and object pronouns follow rather than precede the verb as they do with the forms angi + Verb and da(fa) + Verb.

Góór nyi dyël na nyu ko. "The men have taken it."

The following group of sentences illustrate the complete pattern for the inclusion and omission of na and the 3rd person singular pronoun. Boxes immediately following the verb represent the na that is not used in this situation. Boxes following na represent the absence of a 3rd person singular pronoun.

Xiif naa.	"I'm hungry."
Xam □ nga suma xarit.	"You (sing.) know my friend."
Indi na □ tééré yi.	"He has brought the books."

Lekk na nyu ndékki li.	"We've eaten breakfast."
Gis □ ngéén sunyu kër.	"You (pl.) have seen our house."
Naan na nyu seen attaaya.	"They've drunk their tea."
Góór gi dyël na □ xaalis bi.	"The man has taken the money."
Sunyu-y dëkkëndóó dimbëli na nyu ma.	"Our neighbors have helped me."

4. The Auxiliary Verb and Verbal Particle di

The word di (or its variant, -y) has no real meaning of its own in Wolof. Instead, it is placed before verbs to modify their grammatical connotation. The function of di is to indicate that the action referred to by the verb it modifies is incomplete. In some contexts, it indicates that the action is merely anticipated. Thus, when modified by di, Wolof verbs can correspond to English verbs either in the simple present tense (which indicates habitual action), or in a future expression (which indicates anticipated action).

When di is used to modify a verb, it always precedes the verb. If the verbal construction in which di modifies a verb contains no predicator, then di has the status of an auxiliary verb. In such a case, the verbal markers (such as na and the appropriate subject pronouns) go with and modify di, rather than the verb which di modifies.

Di naa wax. "I speak (habitually)." or "I will speak."

Di nga liggéér. "You (sing.) work (habitually)." or "You will work."

Di na lekk. "He/she (usually) eats." or "He/she will eat."

In Grammar Note 3, it was pointed out that Wolof stative verbs which indicate the static condition of a person, place, or thing are usually rendered in English as predicate adjectives. When a stative verb of this type is modified by di, it means that the condition is either recurrent or anticipated.

Di na nyu feebar. "We/they are (often) sick" or "We/they will be sick."

Di ngéén xiif. "You (pl.) are (often) hungry" or "You will be hungry."

In verbal constructions which have a predicator (such as dafa or la), di becomes an unmodified verbal particle which immediately precedes the verb it modifies. When it is a particle, the initial consonant of di is usually dropped, and the resulting form, -y, is linked to a preceding word ending in a vowel.

Da nyu-y dyàng. "We/they study."

Wolof la nyu-y làkk tyi Dàkaar. "Wolof is what is spoken in Dakar."

After consonants the form di is retained.

Da ngéén di liggééy.	You (pl.) are WORKING.
Lan ngéén di def?	What are you (pl.) doing?
Kany la matt di suux?	When will wood sink?

After i, and especially after ii, di rather than -y may be used for greater clarity.

Kany la dyigéén nyi di woy?	When do the women sing?
Lu tax eleew yii di nelaw?	Why are these students sleeping?

The particle di is always required in verbal constructions with angi (See Grammar Note 1) when the modified verb has a direct object or locative pronoun (See Grammar Note 27), although di is not required when the verb in the angi construction has no such pronoun. If there is an object pronoun in such constructions, it precedes the verb and the particle di is placed between the two. Again, the particle in this position usually has the form -y, without the initial consonant. If the object pronoun is leen, however, the initial consonant of the following di is not dropped.

Màngi gis. "I see.", but Màngi ko-y gis. "I see him/her/it.

Màngi leen di gis. "I see you (pl.) /them."

A verb may be modified by di twice, or even three times, in the same construction --the first time with di as a full auxiliary verb, and then again (either once or twice) with di as a verbal particle. The use of di more than once in a verbal construction seems to emphasize the idea of habitual action or recurrent state or condition, as opposed to simple futurity. The difference between the use of di twice or three times in the same construction, however, seems to be largely a matter of style, rather than of grammatical meaning.

Di na nyu-y lekk. or Di na nyu-y di lekk. "We/they eat (habitually)."

5. The Complement and Object Predicator la

One of the functions of the grammatical word la is to predicate the noun, pronoun, or question word which precedes it, and to make this the complement of the subject of la. This predicating function of la corresponds to a common one of the English verb "to be". However, an important difference between Wolof la and the English "to be" as complement predicators is that, while "to be" can have either a noun or a pronoun as its subject, the subject of la can only be a pronoun. The forms of the subject pronouns in combination with la are as follows:

	Singular	Plural
1st Pers.	laa	la nyu
2nd Pers.	□ nga	□ ngéén
3rd Pers.	la □	la nyu

Since pronouns are always placed immediately after la, this means that the Wolof word order for construction in which a complement is predicated is just the opposite of its English counterpart. That is, the order is complement + la + subject for Wolof, and subject + "to be" + complement for English.

Wolof la nyu. "We/they are Wolofs."

Amerikeny laa. "I am an American."

If there is a need to remove ambiguity as to the person reference of the subject pronoun form nyu in such a construction, this can be done by placing the appropriate independent pronoun (See Grammar Note 25) before the entire construction.

Nyun, wolof la nyu. "We are Wolofs."

Nyoom, wolof la nyu. "They are Wolofs."

As the above pronoun table indicates, there is no 3rd person singular subject pronoun used with the predicator la. Instead, la automatically expresses a 3rd person singular subject if no other subject pronoun is used with it.

Tukulóór la. "He/she is a Tukulor."

If the subject of the construction containing the complement is 2nd person, the following forms of the 2nd person subject pronouns are used, and the complement predicator itself is omitted:

	Singular	Plural
2nd Pers.	nga	ngéén

Suma xarit nga. "You are my friend."

Suma-y xarit ngéén. "You are my friends."

A complement can be a noun (including a name), an independent pronoun (See Grammar Note 25), or an independent question word (See Grammar Note 30): When these are predicated with an indefinite 3rd person subject, the closest translation of the subject of la may be the English impersonal "it".

Kan la?	"Who is it?"
Wax ma kan la.	"Tell me who it is."
Man la.	"It is me."
Mamadu la.	"It is Mamadou."
Nyun la.	"It is us."

As has been pointed out, the subject of la can only be a pronoun. To express the equivalent of English constructions in which the subject of a predicated complement is a noun, Wolof places the noun which is equivalent to the English subject noun before the complement, and has the pronominal subject of the construction agree in number with that first noun, rather than with the complement noun.

Dàkaar, dëkk la. "Dakar is a city." (lit: "Dakar, a city it is.")

Lebu yi, xeet la nyu. "The Lebu are an ethnic group."

Ndóóy, lebu la. "N'Doye is a Lebu."

This kind of construction seems to be similar in structure to the type Nyoom, wolof la nyu mentioned above.

The other function of la is to emphasize the object of a verb, or some modifier of the verb. In English, this is done by giving the object word a special kind of stress or tone. This draws the attention of the listener to the object of the sentence, even though the word order remains unchanged. Thus, one would usually say a sentence like "The children want ice cream" colorlessly, but in answer to such a question as "What do the children want?", one would be more likely to say "The children want ICE CREAM", with special stress on the object word "ice cream".

In Wolof, the object of a verb is emphasized in similar cases, not by giving it special stress as in English, but by predicating it by means of la. When la is used as an object predicator for a completive verbal construction the verbal marker na (See Grammar Note 3) is not used. The fact that the verb has completive meaning in such object-predicated construction is shown only by the absence of di (See Grammar Note 4). Thus, while a colorless assertion might have the form Xale yi bëgg na nyu kereem."The children want ice cream", the answer to a question Lan la xale yi bëgg? "What do the children want?" would take the form Kereem la xale yi bëgg. "The children want ICE CREAM", or the form Xale yi, kereem la nyu bëgg, to emphasize both subject and object in a contrastive situation. (A preceding plural subject requires 3rd person plural pronoun after la, the 3rd person singular pronoun is omitted in any case, whether there is a noun subject or not.) Corresponding to the statement Xale y'àngi lekk kereem, the constructions which emphasize the object will be either Kereem la xale yi-y lekk or Xale yi, kereem la nyu-i lekk.

The following group of sentences illustrate the complete pattern for the inclusion and omission of la and the 3rd person singular pronoun. Boxes immediately following the complement represent the la that is not used in this situation. Boxes following la represent the 3rd person singular pronoun which is not used in this case.

Amerikeny laa.	"I'm an American."
Wolof □ nga.	"You're (sing.) a Wolof."
Kan la □?	"Who is it?"
Masô la nyu.	"We're masons."
Dyàngalekat □ ngéén.	"You're (pl.) teachers."
Nyan la nyu?	"Who are they?"
Téérë yi laa bëgg.	"It's the books that I want."
Mburu □ nga-y dyël.	"It's the bread that you're taking."
Suma xarit, fas wi la □ xool.	"The house is what my friend is looking at."

Whenever the object to be emphasized is a pronoun, it is the equivalent independent pronoun form, rather than the object pronoun, which is predicated. Thus, the emphasized object equivalent of Gis naa ko "I've seen him" would be Moom laa gis "I've seen HIM" (lit: "It's him I have seen").

6. The Subject Predicator -a

When there is a need to emphasize or draw attention to the subject of a verbal construction, this is usually done in English by giving the subject word a special kind of stress or tone. Thus, simple assertive sentences like "My friend has left" or "The milk is good" are usually spoken colorlessly, with no special stress on any of the words. In answer to such questions as "Who has left?" or "What is good?", however, it is usual to emphasize the subject in the answer. This is done by placing the special stress on the subject word: "My FRIEND has gone" and "The MILK is good".

In Wolof, the subject of a verbal construction is usually emphasized in similar circumstances. But this is done, not by giving the subject special stress as in English, but rather by the grammatical device of predicating the subject. This is done by means of the subject predicator -a, which is always placed after the noun or noun-phrase (including the noun determiner) which it predicates.

When the subject predicator -a is used in a completive verbal construction, the marker na (See Grammar Note 3) is not used. The fact that the verb has completive meaning in such subject-predicated constructions is shown by the absence of di (See Grammar Note 4). Thus, in answer to questions like Ku dem? "Who has left?" and Lu baax? "What is good?", the answers will have the grammatical form Suma xarit-a dem "My FRIEND has left" and Meew mee baax "The MILK is good", rather than the colorless forms Suma xarit dem na "My friend has gone" and Meew mi baax na "The milk is good".

When the action of the verb is incomplete, the marker di is used in the subject-predicated construction, but only as a verbal particle appearing before the verb (usually in the form -y). Thus, the answer to a question like Ku-y wax? "Who speaks/will speak?" will have the grammatical form Suma xarit-a-y wax "My FRIEND speaks/will speak", rather than the colorless form Suma xarit di na wax "My friend speaks/will speak".

If the subject to be predicated is a pronoun, this (followed by the subject predicator) precedes the verb. The subject pronouns except yeen are always fused with -a yielding the following forms:

	Singular	Plural
1st Pers.	maa	nyoo
2nd Pers.	yaa	yeen-a
3rd Pers.	moo	nyoo

Thus, maa wax and maa-y wax are the subject predicated equivalents of wax naa "I have spoken" and di naa wax "I speak/will speak".

When the subject to be predicated is a noun, the pronoun may be either included or omitted (this will almost invariably be the 3rd person, singular or plural):

Suma xarit-a-y wax.
Suma xarit moo-y wax. } "My friend speaks/is speaking/will speak."

Verbal constructions which are used with the subject predicator -a are negated by adding the full form of the negative suffix (...ul or ...wul, See Grammar Note 8) to the verb base, with the rest of the -a construction remaining unaltered.

Meew mee baaxul. "The MILK isn't good" (as, say, a response to the question Lu baaxul? "What isn't good?").

Maa waxul. "It's me who hasn't spoken."

When the verbal construction used with predicator -a is incompletive, the di is negated. This will be discussed in Grammar Note 9.

Finally, it should be noted that no subject predicator is used after the interrogative pronouns lu, ku and nyu (See Grammar Note 30).

Lu baax? "What is good?"

Ku dem? "Who has left?"

7. The Minimal Verbal Construction

There is one kind of verbal construction used in Wolof which is grammatically minimal in that it is formed without angi, na, la, -a, or dafa, and therefore lacks the grammatical information about its verb which these verbal markers convey. For this kind of information, the minimal verbal construction depends either upon an associated verbal construction which contains the appropriate verbal marker, or upon the context of the discourse. This means that the minimal verbal contstruction occurs in positions or situations in which such information has already been established by a preceding verbal construction or can be inferred from the context.

The minimal verbal construction consists of the subject followed by the verb. (The verb of course, may be followed by an object or complement when appropriate.) If the subject is pronominal, the following forms of subject pronoun are used:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	nga	ngéén
3rd Pers.	mu	nyu

One of the principal uses of the minimal verbal construction is in post-temporal clauses (See Grammar Note 18).

Bu mu waxee, nyu déglu. "If I speak, they will listen."

Bi ma waxee, nyu dem. "When I had spoken, they left."

Another characteristic use of the minimal verbal construction is in narratives. Once the appropriate information about the time setting of the action has been indicated by the use of grammatical markers in an early verbal construction, subsequent verbal constructions may have the minimal form. In such a case, they usually indicate short term events.

Benn bés, da ma demoon lekool. "One day, I went to school."

Ma dugg, ma toog, ma dyàng ba pare, ma nyibbi. "I went in, I sat down, I studied until I finished, (and then) I went home."

In both the form and position of the subject pronouns, the minimal verbal construction resembles certain kinds of verbal constructions which occur in relative clauses which have an object (See Grammar Note 17), e. g. xale bi mu indi "the child whom he has brought". This resemblance is only superficial, however, since the minimal verbal construction is predicative, while the similar verbal construction in relative clauses is not; object pronouns have a different position, and the two negate differently. While the relative verbal construction negates simply by the addition of the full form of the negative suffix to the verb, e.g. xale bi mu indiwul "the child whom he has not brought", the minimal verbal construction is replaced by negation with du when there is reference to anticipated or hypothetical events, and by the simple negative construction when there is reference to past or completed events.

Bu ma waxee, du nyu déglu.	"If I speak, they will not listen."
Bi ma waxee, demu nyu.	"After I had spoken, they didn't leave."
Benn bés, da ma demoon lekool. Waaye duggu ma, dyàngu ma.	"One day, I went to school. But I didn't go in, (and) I didn't study."

Object pronouns precede the verb in the relative construction, but follow the verb in the minimal construction.

dyaro bi ma ko may	"the ring which I gave her"
Bu subaa, ma may ko dyaro bi.	"Tomorrow I will give her the ring."

8. Verbal Negation

Wolof verbs are usually negated by means of a special suffix which is added directly to the verb itself. In its full form, this negative suffix is ...ul if the verb ends in a consonant, and ...wul if the verb ends in a vowel. Thus, the negated forms of wax "to speak", xam "to know", nyów "to come" and bey "to farm" are waxul, xamul, nyówul, and beyul, while the negated forms of fatte "to forget", indi "to bring", duma "to spank", woo "to call", and daanu "to fall" are fattewul, indiwul, dumëwul, woowul, and daanuwul.

There is no 3rd person singular subject pronoun used after the negative suffix. Instead, the negative suffix itself automatically expresses a 3rd person singular subject if no other subject pronoun follows.

waxul	"he/she hasn't spoken" (as the negative of wax na) "he/she isn't speaking" (as the negative of mungi wax)

The subject pronouns used in a negative verbal construction always immediately follow the negative suffix. The final l of the negative suffix is dropped when the verb with the negative suffix is followed by a subject pronoun, or when a negative verb with a 3rd person singular subject is followed by an object pronoun, or one of the locative pronouns fi or fa, the pronominal form tyi (or occasionally tya), or in rarer instances--some other form closely associated with the verb. The subject pronouns have the following forms when used after the negative suffix:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	loo	leen
3rd Pers.		nyu

Whenever the l is dropped, the remainder of the suffix usually combines with the verb in three different forms:

1. ...u, when the verb ends in a consonant.

Waxu ma {"I haven't spoken." (as the negative of wax naa)
"I'm not speaking." (as the negative of màngi wax)

Liggééyu loo. "You (sg.) haven't worked." or "You aren't working."

Liggééyu leen. "You (pl.) haven't worked." or "You aren't working."

Dyëlu ko. "He/she hasn't taken it." or "He/she isn't taking it."

2. ...wu, when the verb consists of only one syllable and ends in a vowel, (e.g. dyi "to plant").

Dyiwu loo gàrab gi. "You (sg.) haven't planted the tree."

Dyiwu leen gàrab gi. "You (pl.) haven't planted the tree."

Woowu nyu xale bi. "We/they haven't called the child."

3. ...w, when the verb consists of more than one syllable and ends in a vowel.

Fattew ma tééré bi. "I haven't forgotten the book."

Indiw leen xar yi. "You (pl.) haven't brought the sheep."

Daanuw nyu. "They haven't fallen."

When a verb consisting of more than one syllable and ending in a vowel has a 2nd person singular subject, two negative constructions are possible -- each involving different forms of both the negative suffix and the subject which follows.

The first possibility is a construction of type 3 above, which is the regular one for such verbs. In this construction, which has the ...w form of the negative suffix, the following 2nd person subject pronoun always has the form loo, as in negative constructions of types 1 and 2 above.

Fattew loo tééré bi. "You (sg.) haven't forgotten the book."

Indiw loo sa xarit. "You (sg.) haven't brought your friend."

Dumaw loo xale bi. "You (sg.) haven't spanked the child."

The second possibility is for the suffix to combine with the 2nd person singular subject pronoun to form a suffix which is ...woo or ...wóó, (depending on the vowel of the verb stem). In this construction, the three preceding phrases would be fattewoo tééré bi, indiwóó sa xarit, and dumëwóó xale bi.

Of these two possible constructions, the first is the more regular one and should be given preference by the learner. (Sometimes other verbs, particularly common, short ones are heard with suffixed ...oo or ...óó in place of ...u loo.)

Two rather common verbs, am "to have" and xam "to know", have both a regular and an irregular way of combining with the negative suffix. The regular way is, of course, for am and xam to take the full form ...ul and the pre-pronoun form ...u of the negative suffix, since these verbs end in a consonant. This is, in fact, the way these verbs combine with the negative suffix in all cases except one. That exception is when either am or xam with a 1st person singular subject is negated. In such a case, these two verbs drop their final m, and take the ...w form of the negative suffix (i.e. the form usual for type 3 constructions, in spite of the fact that these verbs are monosyllabic). These negative forms are pronounced aw and xaw, but a special spelling is adopted for them in this course in the hope of making their relationship to the other forms of the same verbs less obscure.

A'u ma xaalis. "I don't have any money."

Xa'u ma yaay-am. "I don't know his/her mother."

This construction can also be used as an optional variant of the regular one when these verbs, having a 3rd person singular subject (without a pronoun) are negated before a 1st person object pronoun ma.

Yaay-am xa'u ma.
Yaay-am xamu ma.
"His /her mother doesn't know me."

The dropping of the l before object pronouns produces certain possible ambiguities of which the learner should be aware:

Fattew leen. "He hasn't forgotten them (or you [pl.])".
"You (pl.) haven't forgotten."

Woowu ma. "He didn't call me."
"I didn't call."

Gisu nyu. "He didn't see us."
"We (they) didn't see."

Strictly speaking, a verb with the negative suffix is the negative counterpart of that verb with the completive marker na in the affirmative (See Grammar Note 3). However, the same negative costruction is also used as the negated form of affirmative verbal constructions made with angi (See Grammar Note 1).

To negate verbal constructions which are used with the complement and object predicator la (See Grammar Note 5), the full form of the negative suffix (...ul or ...wul) is added to the verb base, with the rest of the la construction remaining unaltered.

Moom laa gisul. "I haven't seen HIM." or "It's not HIM that I've seen."

Dyàng la nyu bëggul. "It's studying that they don't like." or "It's not studying that they like."

The negation of la when not followed by a verb phrase, and of verb phrases after la which contain di, will be discussed in Grammar Note 9.

In some contexts, it may be necessary for the speaker to distinguish between completive and presentative verbal meaning in the negative. The construction for making this distinction will be treated in Grammar Note 10.

In the case of two verbal suffixes which indicate special time relationships, the relationship between affirmative and negative forms differs from the usual.

Affirmative ...ati. Negative ...atul.

Amati na suma tyaabi. "He still has my key."

Amatul suma tyaabi. "He no longer has my key."

Wóórëti naa. "I'm still certain."

Wóórëtu ma. "I'm not sure any longer."

Affirmative ...agum. Negative ...agul.

Waxagum nga ko? "Have you told him yet?"

Demagu nyu. "They haven't gone yet."

Gisëgum na pitty bi? "Has he seen the bird yet?"

Gisëgul pitty bi. "He hasn't seen the bird yet."

9. The Negative Forms du and dul

In Grammar Note 8 rules for verbal negation were given which apply generally to all Wolof verbs, with one major exception. This is the auxiliary verb and verbal particle di (or -y, See Grammar Note 4), the negation of which involves some departures from the general rules.

Like other Wolof verbs, di is negated by means of the negative suffix. However, di combines with the negative suffix to form the special contraction dul. The full negative form dul is used only when the negated di has the function of a verbal particle.

Moo dul wax. "HE/SHE doesn't/won't speak." (the negative of Moo-y wax).

When the negated di has the function of an auxiliary verb (i.e. when it has a subject [see Grammar Note 4]), the final consonant of its negative suffix is dropped. This happens even when there is a 3rd person singular subject (in which case there is no pronoun used).

Du ma wax. "I don't/won't speak." (the negative of Di naa wax).

Du nyu lekk. "We/they don't/won't eat." (the negative of Di na nyu lekk).

Du liggéey. "He/she doesn't/won't work." (the negative of Di na liggéey).

Although the 1st and 3rd person subject pronouns used after the negated auxiliary verb du are the same as after the negative prefix with other verbs, the forms of 2nd person with du are different. The entire set of negative forms, shown in relation to the positive forms, is as follows:

di naa ⟶ du ma
di □ nga ⟶ doo
di na □ ⟶ du □
di na nyu ⟶ du nyu
di □ ngéén ⟶ doo leen or du ngéén
di na nyu ⟶ du nyu

Of the two 2nd person plural forms, doo leen seems to be the more commonly used one in the Dakar dialect, although both may be heard.

Doo liggééy. "You (sg.) don't/won't work." (negative of Di nga liggééy).

Doo leen liggééy.
Du ngéén liggééy. } "You (pl.) don't/won't work." (negative of Di ngéén liggééy.)

Du is also used as the negative counterpart of la in its complement predicator function -- that is, when it is not followed by a verb (See Grammar Note 5). Of course, du and its subject pronouns precede the complement, although la and its subject pronouns follow the complement.

Affirmative	Negative
Tubaab laa. "I am a European."	Du ma tubaab. "I am not a European."
Tukulóór la nyu. "They are Tukulors."	Du nyu tukulóór. "They are not Tukulors."
Suma xarit nga. "You are my friend."	Doo suma xarit. "You are not my friend."
Wolof la. "He/she is a Wolof.	Du wolof. "He/she is not a Wolof."
Dàkaar dëkk la. "Dakar is a city."	Sikaab du dëkk. "Sicap is not a city."

10. Verbal Negation with bany

A verb with the negative suffix does not distinguish between completive and presentative meaning.

In some contexts, the speaker may wish to make such a distinction in the negative. This is usually accomplished by inserting the verb bany "to refuse to" before the verb in the appropriate affirmative construction.

If the verbal construction to be modified in this way is completive (See Grammar Note 3), the marker na and the subject pronoun go with and modify bany rather than the other verb, and the linker -a (See Grammar Note 19) may be used before the second verb.

Bany nga/ngaa lekk.
Bany ngéén(-a) lekk. } "You have not eaten, ...have refused to eat."

Bany na nyu/nyoo liggééy. "We/they have not worked, ...have refused to work."

If the verbal construction to be modified by inserting bany is presentative (See Grammar Note 1), then bany goes between angi and the other verb. In this case, the verbal linker -a is always used between bany and the following verb.

Màngi bany-a wax. "I am not speaking" or "I am refusing to speak."

Nyungi bany-a lekk. "We/they are not eating, ...are refusing to eat."

11. The Imperative

In Wolof, as usually in English, the imperative form of the verb refers to the second person. In English, one form of the verb is used for both singular and plural imperatives; e.g. "come" in: "Come here, John," and "Come here, boys," without any imperative marker.

In Wolof, however, different constructions are used for the singular and the plural imperatives. This difference relates strictly to number. There is no reference to politeness (as in French, where the plural imperative is sometimes used toward a single person as a sign of greater politeness).

The singular imperative is formed two ways: with an imperative marker and without an imperative marker, depending on the word following the imperative.

When the singular imperative is followed by a direct object pronoun (See Grammar Note 27), the base form of the verb is used without any further marker.

Dimbëli ma! "(You sing.) help me!" (dimbëli "to help")

Indi ko! "(You sing.) bring it!" (indi "to bring")

Dyël leen! "(You sing.) take them!" (dyël "to take")

In most other cases, e.g., before a noun object or in cases where no word follows the imperative, the verb takes on a singular imperative suffix, which is ...l if the verb has more than one syllable and ends in a vowel, and ...al (or its variant ...ël) if the verb ends in a consonant. Single-syllable verbs ending in a vowel may have these forms of the suffix, or may have the suffix in the forms ...wal or ...wël.

Dellul! "(You sing.) go back!" (dellu "to return")

Dimbëlil Seex! "(You sing.) help Cheikh."

Indil ndox mi! "(You sing.) bring the water."

Demal! "(You sing.) get out!" (dem "to leave")

Dyëlël mburu mi. "(You sing.) take the bread."

Dyiël/Dyiwël! "(You sing.) plant [seeds]!" (dyi "to plant")

Foal/Fowal! "(You sing.) play!" (fo "to play")

Wooal/Woowal! "(You sing.) call!" (woo "to call")

One exception to the above pattern is the special command kaay (normally used instead of the imperative of nyów "to come"), which never takes the imperative suffix.

Kaay fii! "(You sing.) come here!"

Kaay lekk! "(You sing.) come and eat!"

The Wolof plural imperative always has the same form, regardless of whether or not the verb has a pronominal object. The imperative suffix is never used, but the subject leen always immediately follows the imperative verb form.

Dimbëli leen ma! "(You pl.) help me!"

Indi leen ko! "(You pl.) bring it!"

Dyël leen leen! "(You pl.) take them!"

Dellu leen! "(You pl.) go back!"

Dimbëli leen Seex! "(You pl.) help Cheikh!"

Indi leen ndox mi! "(You pl.) bring the water!"

Kaay leen fii! "(You pl.) come here!"

The negative imperative is formed by placing bul before the verb (without any imperative suffix) for the 2nd person singular, and bu leen before the verb for the 2nd person plural.

Bul dellu! "Don't (you sing.) go back!"

Bu leen dellu! "Don't (you pl.) go back!"

Bul dimbëli Seex! "Don't (you sing.) help Cheikh!"

Bu leen dyël xaalis bi! "Don't (you pl.) take the money!"

The special imperative kaay is not used in the negative. Instead, the negative imperative of nyów is used.

Bul nyów! "Don't (you sing.) come!"

Bu leen nyów! "Don't (you pl.) come!"

Optionally for some speakers, and necessarily for others, the l of bul is dropped before object pronouns, fi, fa, and pronominal tyi, just as the l is dropped from the negative suffix ...wul (See Grammar Note 8).

Bu ko fab! "Don't take it!"

Bu ma laady! "Don't ask me!"

Bu nyu fatte! "Don't forget us!"

Bu fa napp! "Don't fish there!"

Bu tyi wax! "Don't talk about it!"

12. The Optative Construction

Wolof has a special verbal construction to indicate the speaker's wish or desire that something (indicated by the verb) be done, or, (in the case of some stative verbs) that a certain state or condition should come about.

The optative construction is formed by preceding the verb with the marker na (plus the appropriate subject pronouns). This optative marker is identical in form to the completive marker na. The essential difference between the two markers is that the optative na always precedes the verb it modifies, while the completive na always follows the verb. The subject pronouns used with the optative marker have the following forms:

	Singular	Plural
1st Pers.	naa	na nyu
2nd Pers.	na nga	na ngéén
3rd Pers.	na □	na nyu

Naa wax. "Let me speak."

Na nyu dem. "Let's go."

Like the completive marker na, the optative marker na automatically indicates a 3rd person singular subject when no other pronoun is used after it.

Na nyów. "Let him/her come."

Another difference between the optative and completive constructions is that, while the completive marker is not used with the 2nd person subject pronouns, the optative marker na is always retained before 2nd person pronouns.

Na nga nyów.
Na ngéén nyów. "Please come." (compare Nyów nga.
Nyów ngéén. "You have come.")

Of course, the optative construction is used less frequently with the 2nd person than the imperative construction (See Grammar Note 11), which is the usual way of indicating requests to the person or persons addressed. The 2nd person optative can be used instead of the imperative, however, to show special politeness or to show that the request is indirect.

13. The Past Time Marker woon

Although active verbs in completive constructions (See Grammar Note 3) are technically "past" in the sense that their action is marked as no longer going on at the time of speaking, the action could have taken place or been completed just before the speaking is done. In this respect, the Wolof completive construction is similar to the English present perfect, as in "he has just arrived".

When the Wolof verb in a completive construction is a stative verb, a complication arises, for, although the marking of such verbs as completive indicates that the act of coming into being of a particular state or condition has ceased to be at the time of speaking. It is because of this that dition has ceased to be at the time of speaking. It is because of this that Wolof stative verbs which are marked as completive usually translate into English as verbs (referring to mental processes) or predicated adjectives in the present tense, rather than in some form of past tense.

Finally, the auxiliary verb or particle di indicates that the action of the verb it modifies is habitual or anticipated at the time of speaking. It does not indicate, even when marked as completive, that the action was habitual in the past, but is no longer so.

In order to indicate that the action referred to by an active verb, or the state or condition referred to by a stative verb is limited to some time in the definite past, a special past time marker is added to the verbal construction. This past time marker has three forms:

1. A suffix form, ...woon, which is attached to a verb ending in a vowel.
2. A suffix form, ...oon, which is attached to a verb ending in a consonant.
3. An independent form, woon, which is not attached to the preceding word.

In unnegated verbal constructions without di, the past time marker is suffixed (in either form 1 or 2, indicated above) to the verb base, with the rest of the verbal construction remaining unchanged. With the past time marker, verbs in such constructions have a time reference which is roughly equivalent to that of English verbs (or predicated adjectives) in the simple past or, in the case of Wolof active verbs, in the past perfect as well.

Waxoon naa. "I spoke/had spoken." (cf. Wax naa. "I spoke/have spoken.")

Delluwoon na. "He/she (had) returned." (cf. Dellu na. "He/she has returned.")

Xamoon nga. "You (sg.) knew." (cf. Xam nga. "You (sg.) know.")

Xiifoon na nyu. "We/they were hungry." (cf. Xiif na nyu. "We/they are hungry.")

Moom la nyu indiwoon. "We/they (had) brought it." (cf. Moom la nyu indi. "We/they have brought it.")

Dafa woyoon. "What he did was sing." (cf. Dafa-y woy. "What he does is sing.")

Maa waxoon. "I spoke/had spoken." (cf. Maa wax. "I have spoken.")

In unnegated verbal constructions with di, the past time marker combines with di (or with the first di, if there is more than one) in the special contraction doon. The rest of the verbal construction remains unchanged. With doon verbs have a time reference which is roughly equivalent to that of English verbs in the constructions "was/were ...ing" or "used to ..."

Doon naa wax. "I was speaking" or "I used to speak." (cf. Di naa wax. "I (will) speak.")

Doon na nyu-y dyàng. "We/they used to study." (cf. Di na nyu-y dyàng. "We/they study (habitually).")

Loolu la nyu doon lekk. "That is what we/they were eating" or "It is what we/they used to eat." (cf. Loolu la nyu-y lekk. "That is what we/they eat."

Bi ma doon wax la nyu nyów. "While /when I was speaking, they arrived."

Clauses without a verb have the past time marker in the independent form woon.

Munga fa woon. "He was there."

Lan la woon? "What was it?"

Du ma woon. "It wasn't me."

Benn dyanx la woon bu ràfet lool. "There was a young woman who was very beautiful."

Of the negated verbal constructions, the only ones in which the past time marker is commonly used are the completive and habitual constructions.

In the negated completive construction, the past time marker occurs in its independent form (form 3 above) at the end of verbal construction.

Waxu ma woon. "I didn't speak" or "I hadn't spoken." (cf. Waxu ma. "I haven't spoken."

Nyówul woon. "He/she didn't come." (cf. Nyówul. "He/she hasn't come.")

The negative habitual construction is formed by means of a contraction of di plus the past time marker plus the negative suffix. This contraction has the form doonul, which looses its final l when followed by a subject or object pronoun.

Doonu ma wax. "I wasn't speaking." or "I didn't use to speak."

Doonul liggéév. "He/she wasn't working." or "He/she didn't use to work."

Doonu ko dimbëli. "He/she wasn't helping him." or "He/she didn't used to help him."

In addition to doon, there is another past time form of the habitual marker which differs from doon in that it refers to events which are even more remote in the past. This remote past time form of the habitual marker is daan (or daawoon), which is negated as daanul (or daawul). It is used only rarely in Dakar Wolof - primarily in narratives and recollections.

Daan naa rawante fas. "I used to do horse racing (way back then)."

In Dakar Wolof, forms with woon are used in expressions which do not actually refer to past time, but rather are presented as having a lack of immediacy, often in order to be more polite.

Da ma bëggoon nga dimbëli ma. "I would like you to help me."

14. Equational Predication

Sentences using the complement predicator la are the most usual Wolof equivalent for the English verb be with a noun as its complement (See Grammar Note 5).

Baaxony pitty la. "The crow is a bird."

Suma xarit dyàngalekat la. "My friend is a teacher."

The negative form du is used for negative sentences with noun complements (See Grammar Note 9).

Lii du suma simis. "This isn't my shirt."

Du ma gaynde. "I am not a lion."

Buur du xarit. "A king is not a friend."

In its formation, du is the negative of di, which is normally an auxiliary verb (See Grammar Note 4), but it is sometimes used as the only verb in sentences equating two things.

Lu-y tyere? "What is cous-cous?"

Bii di suma bos. "This one is mine."

Bu tyi-y sa mbaxane? "Which of them is your hat?"

Ku gën di buur tyi adduna, moo gën di dyaam tya laaxira.
"Whoever is most a king in this world is most a slave in the next world."

Under special circumstances, -a rather than la occurs in sentences without a verb.

Kooku kan-a? "Who is that?"

15. Expressing Instrumentality in Wolof

In English, the fact that something serves as the instrument (i.e., the means by or the tool) with which an action is carried out is ordinarily shown by the use of certain prepositions. The ones most commonly used for this purpose are "with" or "by (means of)", although "through" also occurs in certain cases. e.g.,

He is eating with a spoon.

The man killed his sheep with a knife.

This boy has hit me with a stick.

I will teach English with this book.

Birds fly by means of wings.

We will help you through our work.

In Wolof, instrumentality may be expressed in a similar way, using the preposition *ag*. With *ag* the Wolof equivalents of the foregoing English sentences will be:

Mungi lekk ag (benn) kuddu.

Góór gi reyoon na xar-am ag paaka.

Xale bii dóór na ma ag (benn) bant.

Di naa dyàngale angale ag tééré bii.

Pitty yi da nyu-y naaw ag ay laaf.

Di na nyu leen dimbëli ag sunyu liggééy.

In addition, Wolof has another way of expressing instrumentality which does not require the use of any preposition at all. In this kind of construction, which resembles constructions with a subject and an object, the verb takes a special instrumental suffix, ...*e* or *é*. This suffix indicates that what is in the position normally occupied by an object is instead the instrument of the action. Compare the following two sets of sentences, which differ in form only in that the second set involves the instrumental suffix:

Dyigéén dyi fóót na benn sagar.	"The woman has washed a cloth."
Benn sagar la dyigéén dyi fóót.	
Dyigéén dyi fóóté na benn sagar.	"The woman has washed with a cloth."
Benn sagar la dyigéén dyi fóóté.	

Instrumental constructions of this type may involve a direct object as well.

Dyigéén dyi fóóté na bool yi benn sagar.	"The woman has washed the dishes with a cloth."
Benn sagar la dyigéén dyi fóóté bool yi.	

In constructions containing a direct object as well as an instrument, the one in which the instrument is separated from the subject and object by la is generally preferred as being syntactically more clear. With the instrumental suffix instead of the preposition ag, the Wolof equivalents of the six English sentences originally cited would be:

Mungi lekke (benn) kuddu. "He is eating with a spoon."

Paaka la góór gi reyewoon xar-am. "The man killed his sheep with a knife."

Bant la ma xale bii dóóré. "This boy has hit me with a stick."

Tééré bii laa-y dyàngalee angale. "I will teach English with this book."

Ay laaf la pitty yi di naawe. "Birds fly by means of wings."

Sunyu liggééy la nyu leen di dimbëléé. "We will help you through our work."

When the suffix ...e is attached to a polysyllabic verb ending in a short vowel, that vowel is absorbed by the suffix, which then takes the form ...ee or éé when that vowel is a front vowel, ...aa when it is a central vowel, and ...oo or óó when it is a back vowel. Thus dimbëli plus ...e becomes dimbëléé as the last sentence above, and uppu "to fan oneself" plus ...e becomes uppóó in:

Uppóó naa kayit. "I have fanned myself with a piece of paper."

After certain question words of the type lu (or lan), etc., the verb may also take the instrumental suffix to show that the question word stands for an instrument, rather than an object.

Loo lekk?
Lan nga lekk? } "What have you eaten?"

Loo lekke?
Lan nga lekke? } "What have you eaten with?"

When the past time or negative suffix is used with a verb which also takes the instrumental suffix, the appropriate form of the instrumental suffix occurs first, and the other suffix is added on after. Since the instrumental suffix is a vowel, the form of the second suffix will be that which is used with verbs ending in a vowel. E.g., the sentence previously cited:

Paaka la góór gi reyewoon xar-am. "The man killed his sheep with a knife."

In questions asking "how?", the instrumental suffix normally is used.

Naka nga fanaane? "How did you sleep?"

Naka nga yendoo? "How did your day go?"

Naka la nyu ko waxe? "How do they say it?"

Naka la ubbéé bunt bi? "How did he open the door?"

The same is true of indirect questions.

Won ma ni nga ko bëggé. "Show me how you want it."

Gis nga ni mu tànge tey? "Did you notice how hot it is today?"

Di na nyu ko def ni nga waxe. "We'll do it as you say."

Certain verbs do not require an instrumental suffix. The principal example of this is mel "seem, appear, be like, look like".

Asamaan si, naka la mel. "How does the sky look?"

Note also the use of def in greetings:

Na ngéén def? "How do you do?"

This contrasts with

Naka ngéén ko defe? "How did you make it?"

16. Various Complements and the Verbal Suffix ...e

In Grammar Note 15, the use of the suffix ...e was discussed in its use on verbs which have a complement designating a means or instrument. The same suffix also appears in several other uses, all of which involve attention to some additional complement in the sentence.

For one thing, it is one of the suffixes which is added to intransitive verbs to make transitive verbs.

Léégi nyu any. "We'll eat lunch soon."

Tyeeb-u dyën la nyu-y anye. "We'll have rice with fish for lunch."

It is also used when asking about a location, or where a locative complement is particularly in point in a clause.

Fan la nyu-y dyaaye dyën? "Where do they sell fish?"

Foo leen di liggééyé ? "Where do you (pl.) work?

Kolobaan laa dugge woto ba màrse Sandàga. "Colobane is where I got on the bus for Sandaga market."

Certain verbs, which seem to be conceived of as inherently implying the importance of some location, do not add the suffix ...e in questions with fan or fu, or indirect questions with fi.

Fu mu dem? "Where did he go?"

Foo dyëm? "Where are you headed for?"

Fan la dëkk? "Where does he live?"

Won ma fi nga ko fekk. "Show me where you found it."

Gis nga fi mu teg suma téére? "Did you see where he put my book?"

(Other such verbs include nekk "be", féété "be situated", bàyyi "leave [something]", dyógé "come from".)

There are still other circumstances in which the suffix ...e signals the fact that some complement functions otherwise than as a direct object.

Nyaata nga leen dyëndé? "How much did you buy them for?"

Contrast this with:

Nyaata nag nga dyënd? "How many cows did you buy?"

17. Relative Clauses and Relative Pronouns

In English, an attribute of a person, place, or thing is usually expressed by modifying a noun with an adjective. Adjectives constitute a separate grammatical class in English (distinct, for example, from nouns and verbs) because of the fact that they do not behave exactly like the members of any of the other grammatical classes.

An English noun may be modified by an adjective in any of the following ways:

1. By a simple adjective before the noun, e.g., "a good child".
2. By a predicate adjective in a relative clause after the noun, e.g., "a child who/that is good".
3. By a predicate adjective in an independent clause, e.g., "a child is good".

Of these, the first two constructions do not constitute full sentences by themselves, but have to be in a larger construction containing a verb before they can make a full sentence. Only the third kind of construction can be a sentence by itself.

As was pointed out in Grammar Note 3, Wolof has no real adjectives as such. As the equivalent of English adjectives, Wolof uses words which behave grammatically just like verbs. The Wolof verb corresponding to an English adjective will usually (though not always) be a stative verb, rather than an active verb.

As the equivalent of the three kinds of English adjectival constructions indicated above, Wolof uses only two kinds of verb phrases. For the first two constructions (the dependent ones), Wolof uses a relative verb phrase (cf. the grammatical form - though not the meaning - of English "a child who cries"). For the third construction (the independent one), Wolof uses an independent verb phrase (cf. "a child cries" or "a child has cried").

A Wolof relative verb phrase is made up of a relative pronoun plus a verb. Relative pronouns are formed from the consonant appropriate to the noun-class of the modified noun (See Grammar Note 22), plus the vowel u which indicates grammatical subordination. Thus the relative pronoun for xale (bi) is bu, for dyigéén (dyi) is dyu, for kër (gi) is gu, etc. The same is true in the plural, i.e., the relative pronoun for the plural of xale is yu (cf. xale yi), etc. The verb which follows the relative pronoun is used without any predicators (e.g. na, etc.) or subject pronouns. The relative verb phrase follows the noun it modifies.

xale bu baax. {"a good child" (adjectival construction type 1 above)
"a child who/that is good" (construction type 2)

Note that this kind of relative verb phrase containing a stative verb (baax) is identical in structure to Wolof verb phrases containing an active verb, except that the active verb in such constructions is perfective (completed action), and must take the particle di (Grammar Note 4) to have a habitual connotation, e.g. xady bu mbaw "a dog which/that has barked", xady bu-y mbaw "a dog which barks".

When the noun modified by a relative verb phrase is determined, the determiner comes after the verb phrase, rather than directly after the noun.

xale bu baax bi. { "the good child"
"the child who/that is good" }

If, however, the relative verb phrase is itself followed by another noun plus determiner, the determiner of the first noun (i.e. the one modified by the relative verb phrase) is not used. In such cases, the first noun is usually interpreted as being determined just the same.

xale bu nekk tyi biir kër gi	"the child who is inside the house"

Constructions of this type are negated by adding the full form of the negative suffix (Grammar Note 8), which is ...ul after consonants and ...wul after vowels, on the verb base.

xale bu baaxul	"a child who/that is not good"
xale bu baaxul bi	"the child who/that is not good"

As the equivalent of the English independent adjectival construction (type 3 above), Wolof uses an independent verbal construction, in which the verb is marked by a predicator (e.g. na), and (for the 3rd person plural) by a subject pronoun. No relative pronoun is used in such constructions, and, if the noun is determined, the determiner follows it rather than the verb phrase.

Xale bi baax na.	"The child is good."
Xale yi baax nyu.	"The children are good."

Note that this kind of independent verb phrase containing a stative verb as the equivalent of an English predicative adjective is identical in structure to Wolof verb phrases containing an active verb, e.g., Xale bi dyooy na "The child has cried."

As the equivalent of English relative pronouns which refer to a noun as the object of a verb, Wolof uses the appropriate determiner consonant with the vowel ...i. The object noun, with its object relative pronoun formed in this way, is followed by the subject and verb - in that order.

xale bi suma xarit indi	"the child whom my friend has brought"
kër gi benn tubaab dyënd	"the house which/that a European has bought"

If the verb's subject is pronominal, the subject pronoun also precedes the verb. When used in this kind of construction, the subject pronouns have the following forms:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	nga	ngéén
3rd Pers.	mu	nyu

Note that these are the same pronoun forms that appear as subjects with the minimal verbal construction (Grammar Note 7).

xale bi nga indi	"the child whom you (sing.) have brought"
kër gi mu dyënd	"the house which/that he has bought"

When the verb in such constructions is marked with the particle di to denote habitual action, this occurs between the subject pronoun and the verb.

woy bi nyu-y woy	"the song which we/they sing"

This kind of construction is also negated by adding the full form of the negative suffix on the verb base, or on to di when it occurs in the construction.

xale bi suma xarit indiwul	"the child whom my friend has not brought"
kër gi mu dyëndul	"the house which/that he has not bought"
woy bi nyu dul woy	"the song we/they are not singing"

Note the relation of this construction to independent constructions involving an object, either with or without la (See Grammar Note 5).

Dependent	Independent
xale bi suma xarit indi	Xale bi la suma xarit indi. "It's the child (that) my friend has brought." Suma xarit indi na xale bi. "My friend has brought the child."
kër gi mu dyënd	Kër gi la dyënd. "It's the house (that) he has bought." Dyënd na kër gi. "He has bought the house."

In addition to the relative pronouns which modify or relate to the nouns they follow, there is another set of relative pronouns which are used without a modified noun. Since there is no noun to govern the choice of formative consonants in these noun-less relative pronouns, their consonants depend rather upon the nature of their referent. If the referent is a person or persons, k is used for the singular and ny for the plural. If the referent is a thing, l is used (no plural)—or, for some speakers, y. If the referent is a place, f is used (no plural). In reference to manner, n is used.

The vowels which can occur in these relative pronouns are u and i. However, these vowels do not provide the indications of grammatical function with these independent relative pronouns as they have with the relative pronouns which modify nouns. With the noun-less relative pronouns, the vowel u indicates that the referent is either non-specific or hypothetical, while the vowel i indicates that the referent is specific or established. Because of the non-established, hypothetical connotation of the u vowel, verbs which are used with the u forms of these relative pronouns tend to have an incomplete connotation (even without the marker di), while the vowel i permits the verb to have a completive connotation.

Ku fi nyów la nyu wax.	"We/they talk(ed) about whoever comes here."
Ki fi nyów la nyu wax.	"We/they talk(ed) about him/her who has come here."
Nyu fi nyów la nyu wax.	"We/they talk(ed) about whoever (pl) came here."
Nyi fi nyów la nyu wax.	"We/they talk(ed) about those who have come here."
Lu mu wax rek la nyu-y def.	"We/they do only what he says."
Li mu wax rek la nyu-y def.	"We/they do only what he has said."
Fu mu wax la nyu-y dem.	"We/they go wherever he says."
Fi mu wax la nyu-y dem.	"We/they go where he has said (to go)."
Nu nyu defare buntyi la nyu ma-y won.	"They're showing me how they repair the doors."
Ni nyu defare buntyi la nyu ma-y won.	"They're showing me how they fixed the doors."

Relative pronouns (in the forms ending in ...u) are used with the verb nekk as the most usual way of saying 'everyone' etc.

ku nekk	"everyone"
lu nekk	"everything"
fu nekk	"everywhere"
bés bu nekk	"every day"

18. Verb Phrases with the Temporal Relative bu (or bi, ba)

In Wolof, there is a special relative pronoun which is used to refer to the time in which the action of a verb takes place. This temporal relative is made up of the formative consonant b, plus one of the vowels u, i, a.

With the vowel u, the temporal relative indicates that the time referred to is either anticipated (i.e. in the future) or hypothetical (i.e. conditional), without any formal distinction between the two possibilities. Thus the bu form of the temporal relative translates into English either as "when (in the future)" or as "if".

The temporal relative is immediately followed by the associated verbal construction, which consists of the subject (noun or pronoun) followed by any object pronouns and then the verb. When a pronominal subject is used with the bu form of the temporal relative, the following forms occur:

	Singular	Plural
1st Pers.	bu ma	bu nyu
2nd Pers.	boo	boo leen
3rd Pers.	bu □	bu nyu

The marker na is not used in temporal verb phrases. The verb normally is marked by a special suffix, which has the following forms:

1. ...ee or éé, when attached to a verb ending in a consonant, or a monosyllabic verb ending in a vowel (...ee when the first vowel is a, à, e, or o; ...éé when the first vowel is é, i, ó, u, or ë).

bu ma waxee	"when/if I speak"
boo liggééyéé	"when/if you (sg.) work"
bu leen foee	"when/if we/they call him/her"

2. ...ee or éé, instead of the final vowel, when attached to a polysyllabic verb ending in a short front vowel (e, é, i).

bu ma ko teree	"when/if I prohibit it" (verb base: tere)
boo fa dyógéé	"when/if you (sg.) come from there" (verb base: dyógé)
bu nyu ko indéé	"when/if we/they bring it" (verb base: indi)

3. ...aa, instead of the final vowel, when attached to a polysyllabic verb ending in a short central vowel (usually a).

bu ma dumaa xale bi	"when/if I spank the child" (verb base: duma)

4. ...oo or óó, instead of the final vowel, when attached to a polysyllabic verb ending in a short back vowel (o, ó, u).

bu ma ko soxloo	"when/if I need it" (verb base: soxlo)
boo dyublóó tyi moom	"when/if you (sg.) turn toward him/her/it" (verb base: dyublu)

If a verb in temporal constructions is negative, then the temporal suffix is not used.

bu ma waxul	"if I don't speak"
bu nyu fowul	"if we/they don't play"
boo fa dyógéwul	"if you (sg.) don't come from there"
bu ma dumëwul xale bi	"if I don't spank the child"
boo dyubluwul tyi moom	"if you (sg.) don't turn toward him/her/it"

When the verb in a temporal phrase is marked with the particle di or dul (See Grammar Note 9), this particle comes between the subject pronoun and the verb, which then doesn't take the temporal suffix.

bu ma-y wax	"when/if I speak"
bu ma dul wax	"when/if I am not speaking"
boo-y liggéey	"when/if you (sg.) are working"
boo dul liggéey	"when/if you (sg.) aren't working"

Note: As the chart of subject pronouns after bu indicates, there is no 3rd person singular subject pronoun used with this form of the temporal relative. Instead, bu automatically has a 3rd person singular subject when it is used without any other subject marker.

bu dee-ee	"when/if he dies"
bu deewul	"when/if he doesn't die"
bu-y liggééy	"when/if he is working"
bu dul liggééy	"when/if he isn't working"

When one wishes to speculate on a hypothetical action in the past (or, to look at it more in the Wolof way, an action in the hypothetical past), this is done by means of bu with the verb marked with the past time suffix (See Grammar Note 13). In this case, bu can only be hypothetical, and always translates into English as "if". (The suffix ...ee is not used.)

bu ma waxoon	"if I had spoken"
boo liggééyoon	"if you (sg.) had worked"
bu deewoon	"if he had died"

There is a special idiomatic construction, consisting of the phrase bu dee followed by verbal or predicative construction, which is equivalent to English "if it turns out that...".

bu dee baax na nyu	"if it turns out that they are good"
bu dee dëgg la	"if it turns out that it is the truth"

Finally, there exists a variant temporal relative, su, which has the meaning of bu and can be used in its place in any kind of construction.

su ma waxee	(for bu ma waxee)	"when/if I speak"
soo liggééyéé	(for boo liggééyéé)	"when/if you (sg.) work"
su dee-ee	(for bu dee-ee)	"when/if he dies"

The other forms of the temporal relative, with the vowels i and a, indicate that the time in which the action of the verb takes place has already gone by. Since time gone by is no longer hypothetical, temporal constructions begun with bi or ba are never conditional. When the verb in the temporal construction is completive, bi or ba are equivalent to English "after" or "when/in the past". When the verb is durative (that is, with di) they are best translated as "when". The difference between bi and ba seems largely stylistic. The essential difference between bi and ba seems to be that ba is used to refer to time which is more remote in the past than that referred to by bi, but ba is rarely used. The bi and ba forms of the temporal relative do not have variants with a formative consonant s, as the bu form does.

After bi and ba, the following forms of the subject pronouns occur:

	Singular	Plural
1st Pers.	ma	nyu
2nd Pers.	nga	ngéén
3rd Pers.	mu	nyu

Note that these differ from the forms of the subject pronouns used with bu in the 2nd person, and in that after bi and ba there is a 3rd person singular pronoun.

bi nga-y liggééy ba nga-y liggééy	"when you (sg.) were working"
bi ngéén nyówéé ba ngéén nyówéé	"when/after you (pl.) had come"
bi mu dee-ee ba mu dee-ee	"when/after he (had) died"

Otherwise, the subject pronouns object pronouns, suffixes, and the position of di are the same for temporal phrases with bi or ba as for those with bu.

bi ma waxee ba ma waxee	"after I had spoken"
bi ma waxul ba ma waxul	"when I hadn't spoken"
bi nyu-y wax ba nyu-y wax	"when we/they were speaking"
bi nyu dul wax ba nyu dul wax	"when we/they weren't speaking"

As was pointed out earlier, the Wolof temporal relative bu (or su) refers indifferently to both anticipated time (in the case of a future event) and hypothetical time (in the case of a conditional event). In English, on the other hand, the distinction between future and conditional events is clearly indicated by the choice between "when" and "if", which are the functional counterparts of Wolof bu.

Although the ambiguity in the time reference of bu means that the distinction between future and conditional events cannot be made in the Wolof temporal clause, this ambiguity is cleared up by the choice of verbal construction in the post-temporal clause. A verbal construction with di shows that the reference of the preceding temporal clause is to a future event, and a verbal construction without di shows that it is to a conditional event. Since, in English, the distinction between future and conditional events has already been made in the temporal clause, the post-temporal clause is often put in the future for either one. This means that while one kind of Wolof temporal clause corresponds to two different things in English, two different kinds of Wolof post-temporal clause correspond to only one thing in English. It is simply that the distinction between future and conditional events is indicated in different places in the two languages.

	Temporal Clause	Post-temporal Clause
Fut.	"when I speak..."	...di na nyu déglu
	bu ma waxee...	"...they will listen"
Cond.	"if I speak..."	... nyu déglu

Post-temporal clauses after temporal clauses with *bi* or *ba* normally consist of subject and verb in the minimal verbal construction (See Grammar Note 7), or are linked to the temporal clause by *la* (See Grammar Note 5), in order to place greater emphasis on the time when the action in the post-temporal clause took place.

Ba ma waxee nyu dem. "When/after I had spoken, they left."

Bi ma waxee la nyu dem. "It is (was) after I had spoken that they left."

Clauses with dafa (See Grammar Note 2) may also be found after temporal clauses:

Bi ma dyógéé kër gi, da ma dugg woto ba Dàkaar. "After I left the house, I took the bus to Dakar."

The expression *ba pare* (literally: "until finished") can be used at the end of a temporal clause to indicate or emphasize that the event referred to by the temporal clause was or will be over when the event referred by the post-temporal clause takes place.

When *ba pare* occurs at the end of a temporal clause introduced by *bu*, the result refers to completion in the future, like the English present perfect after "when" (or "after") and after "if".

Bu ma waxee ba pare di na nyu dem. "When/after I have spoken, they will leave."

Bu ma waxee ba pare nyu dem. "If I have spoken, they will leave."

When *ba pare* occurs at the end of a temporal clause introduced by *bi* or *ba*, the idea of the completion of the one event before the following one is emphasized.

Bi ma waxee ba pare la nyu dem. "After I had finished speaking, they left."

With the meaning "until" *ba* occurs without the suffix ...*ee* on the verb.

Da ma-y xaar ba kalaas bi tas. "I'm waiting until the class breaks."

Fady ko ba mu wér. "Take care of him until he's well."

Here the verb is in the minimal construction (See Grammar Note 7).

Dyàng naa ba nyu woo ma. "I read until they called me."

19. Verbal Modification by Verbs and Adverbs

Wolof, like English, has verbal constructions of the type in which one verb is the complement of another, e.g. "try to write" or "try writing". In the Wolof construction, the two verbs are usually linked grammatically by means of a special marker, *-a*, which is usually placed between the two verbs. The Wolof verbs *dyéém* "to try", *nar* "to intend", *bany* "to refuse", *tàmbali* "to start", *bëgg* "to want", *dyëkk* "to be first", *muddy* "to be last", *mun* "to be able", or "can" and *war* "to be necessary", "ought" or "must" are ones which, like their English equivalents, are often used in this way.

dyéém(-a) bind "try to write" or "try writing"

nar(-a) bind "intend to write", "intend writing", "be going to write"

Sometimes, verbs have a somewhat different meaning when they modify other verbs than when they occur by themselves. For example, dyar means "to cost" by itself, and "to be worth" with another verb, while mot, which means "to attain value" by itself, also means "to be worth" with another verb; gën "surpass", modifies other verbs to give the meaning "more" and with some stative verbs carries the meaning of English comparative adjectives like "nicer"; mun "be capable of doing" acts with a following verb much like English "can"; the two verbs dyëkk "be first", and muddy "be last", translate as adverbial "first" and "last".

On the other hand, Wolof verbal constructions which correspond grammatically to English verbal modification by an adverb are quite rare. This is because Wolof has only a few real adverbs, and most of these can occur only with certain verbs. The main Wolof adverbs are ndànk "slowly", lool "very much", torob "too much", and moos "certainly, for sure".

Mungi dox ndànk. "He is walking slowly."

Da nga mun(-a) naan lool. "You drink too much."

Dafa mun(-a) wax torob. "He talks too much."

Xam na ko moos. "He knows that for sure."

When lool and torob are used with stative verbs which are equivalent to English adjectives, they translate as "very" and "too" respectively.

Dafa tàng lool. "It's very hot."

Dafa sedd torob. "It's too cold."

In addition, Wolof has a number of other adverb-like modifiers which are extremely limited in their occurrence. Some are used to modify only a single verb. Generally speaking, the function of these restricted verb modifiers is to add intensity to the meaning of the verb. They usually have the form consonant plus vowel plus single or doubled consonant, and resemble what are called "ideophones" in some other African languages. Some examples, with highly idiomatic translation which show their function rather than their literal meanings are:

kukk in nyuul kukk "pitch black"

tall in weex tall "snow white"

këris in lëndëm këris "pitch dark"

xatt in wex xatt "terribly bitter"

guy in sedd guy "ice cold"

dyipp in tàng dyipp "hot as hell"

xepp in tooy xepp "soaking wet"

kong in wow kong "bone dry"

In most cases, Wolof uses verbs to carry out the verb-modifying function of English adverbs. This parallels the Wolof use of verbs to carry out the noun-modifying function of English adjectives. Many of the Wolof verbs which can have the function of English adverbs can also occur as independent verbs, e.g. dàxx "to win" (as an independent verb), "better" (when modifying another verb). Other verb-modifying verbs never occur independently, e.g. soog "just", and xaw "almost" (when used with the past tense of the verb in English).

The Wolof constructions which correspond to English verbal modification by an adverb are exactly the same as those which correspond to English verbal modification by another verb. That is, the one verb precedes the other, with the two usually linked by -a.

gaaw(-a) bind	"write quickly"
soog(-a) bind	"just wrote"
xaw(-a) bind	"almost wrote"
faral(-a) bind	"usually wrote"

In all verbal constructions except those in which the modifying verb is completive, the modifying and modified verb are directly linked by -a, or are used together without the linker.

Tééré la nyu dyéém(-a) bind. "It's a book we're trying to write."

Nyoo dyéém(-a) bind tééré. "It's us who are trying to write a book."

Nyungi dyéém(-a) bind tééré. "We're now trying to write a book."

Lu nyu dyéém(-a) bind? "What are we trying to write?"

Di na nyu dyéém(-a) bind tééré. "We will try to write a book."

Da nyu dyéém(-a) bind tééré. "It's that we're trying to write a book." (See Grammar Note 2)

When the modifying verb (i.e. the first one) is completive, the linker -a when used, immediately precedes the second verb. Thus with the 3rd person singular, the linker, if used combines with the completive marker na. In other forms the linker usually combines with the subject pronoun, except that in the first person singular the linker is not used. The forms which occur when a completive verb is linked to a following verb are generally as follows:

	Singular	Plural
1st Pers.	naa	na nyoo
2nd Pers.	ngaa	ngéén-a
3rd Pers.	naa	na nyoo

Xaw naa tarde démba. "I was almost late yesterday."

Dyéém ngaa war fas? "Have you tried riding a horse?"

Dyar naa xool. "It's worth seeing."

Bany na nyoo wax. "We refused to speak."

Yàgg ngéén-a xaar? "Have you been waiting long?"

War na nyoo dem. "They ought to go."

At times the linker can combine with object pronouns.

Mun nga maa dyëndul singëm? "Can you buy me some chewing gum?"

Gédy naa laa gis. "It's a long time since I've seen you."

War nga koo dyàng. "You ought to learn it."

Dyéém nga nyoo dimbëli. "You've tried to help us."

Note that the 1st and 3rd person forms can look alike. This ambiguity can be resolved by adding the appropriate independent pronouns to the constructions.

Moom, dyéém naa bind tééré. "He has tried to write a book."

Man, dyéém naa bind tééré. "I have tried to write a book."

A special use of verbal modification by verbs in Wolof is to indicate intensity of the meaning of a verb by modifying the verb by itself. With active verbs, this gives the meaning of "a great deal" and with stative verbs, of "very, very". The verbal linker -a is not optional in this case, but rather must be used.

dox-a dox "walk a great deal"

nyuul-a nyuul "very, very black"

bon-a bon "detestably bad"

20. Verb Transitivity and the Position of Objects

With respect to their inherent ability to take objects, most Wolof verbs fall into one of the following three groups:

1. Intransitive Verbs. These are verbs which cannot take an object, e.g. dee "to die", toog "to sit down", taxaw "to stop, to stand up", tëdd "to lie down", nekk "to be located", dem "to go (away)", dyëm "to go (toward)", nyów "to arrive".

2. Single-Object Transitive Verbs. These are verbs which can take a direct object, but not an indirect object, e.g. dyàng "to read, to study", woy "to sing", dyënd "to buy", gis "to see", seet "to look for", togg "to cook", lekk "to eat", naan "to drink".

3. Double-Object Transitive Verbs. These are verbs which can take both a direct and an indirect object, e.g. dyaay "to sell", dyox "to give", may "to make a present of", won "to show", yonni "to send".

Thus, depending upon which of the above transitivity classes a verb belongs to, there are three different limits to the number of objects which a Wolof verb can take without requiring special grammatical modification.

Intransitive verbs can be used only without an object.

Dee na. "He has died."

Di naa toog. "I will sit down."

Single-object transitive verbs can be used with or without a direct object.

Mungi dyàng tééré bi. "He is reading the book."

Da nyu doon seet Sàmba. "They were looking for Samba."

Mungi dyàng. "He is reading."

Da nyu doon seet. "They were searching."

Double-object transitive verbs can be used with or without a direct and/or indirect object. (Some of them, because of their meanings will rarely, if ever, be used without a direct object.)

Di na nyu dyaay suma xar. "They will sell my sheep."

Di na nyu la dyaay. "They will sell to you."

Di na nyu la dyaay suma xar. "They will sell my sheep to you." or "They will sell you my sheep."

Nyungi dyaay. "They are selling."

Whenever it becomes necessary for a verb to take more objects than its inherent limit allows, the verb must be grammatically modified to make it transitive for additional objects. This is usually done by means of a special transitivizing suffix, which is added on to the verb. Like the imperative suffix, the transitivizing suffix has the form ...al (...ël after high first vowels) if the verb ends in a consonant, and ...l if the verb ends in a vowel. When connected to a verb which has only one syllable and ends in a vowel, the imperative suffix has two optional forms, ...al (ël) or ...wal (wël), e.g., dyiël or dyiwël "plant", wooal or woowal "call". One of these suffixes is added for each additional object, direct or indirect, which the verb is required to take. Since the transitivizing suffix ends in a consonant, the second or additional occurrences of the suffix always have the form ...al or ël.

One common reason for making a transitive verb from an intransitive one in Wolof is to express the notion of accompaniment.

Kan nga demal? "Whom did you go with?"

While the direct object is the recipient of the action, the indirect object (i.e., the object of "to" in the English phrase "to me") can be thought of as the secondary recipient of the action, and the extra indirect object (i.e., the object "for" in the English phrase "for me") can be thought of as a beneficiary of what happened to the two recipients.

Intransitive verbs must have one of these transitivizing suffixes for every object taken, whether direct or indirect.

Di naa toog. "I will sit down."

Di naa toogal nenne bi. "I will seat the child."

Di naa la toogalal nenne bi. "I will seat the child for you."

Single-object transitive verbs must have one of these transitivizing suffixes for every indirect object taken.

Mungi dyàngal eleew yi tééréém. "He is reading his book to the pupils."

Mungi leen di dyàngal tééréém. "He is reading them his book."

Mungi ko-y dyàngal eleew yi. "He is reading it to the pupils."

When more than one object pronoun occur together in the same constructions, there is a fairly fixed order in which they can occur with respect to each other. However, this relative order of occurrence for object pronouns is not related to whether they represent direct or indirect objects, but rather upon their person and number reference. Object pronouns with 3rd person reference always follow the others, with plural preceding singular. Within the 1st and 2nd person group, singular precedes plural and, within each of these, 2nd person precedes 1st person. Personal pronouns are followed by the special pronominal form tyi (occasionally tya) meaning "of it", "of them", "in it", "by it", etc. (much like French en) and also by either of the locative pronouns fi "here" or fa "there". The order of pronouns is as in the following diagram:

NON-3RD PERSON

Singular		Plural	
2nd P. la	1st P. ma	2nd P. leen	1st P. nyu

3RD PERSON

Plural	Singular
leen	ko

NON-PERSONAL

Partitive	Locative
tyi (tya)	fi fa

Mungi leen ko-y dyàngal. "He is reading it to them."

In completive constructions, the minimal verbal construction, negative constructions, and imperative constructions, pronoun objects and noun objects both follow the verb. If the two kinds of objects occur together, the pronoun objects precede the noun objects. The relative order of object pronouns, if more than one occurs in such constructions, is the same as has been described above.

Dyàngal na eleew yi tééréém. "He has read his book to the pupils."

Dyàngal na leen tééréém. "He has read them his book."

Dyàngal na ko eleew yi. "He has read it to the pupils."

Dyàngal na leen ko. "He has read them it."

Of course, the imperative suffix ...al and the transitivizing suffix ...al may occur together in certain constructions; e.g., Dyàngalal eleew yi sa tééré. "Read your book to the pupils."

21. The Verb am "to have"

When used with a noun or pronoun subject, the stative verb am is generally equivalent to the English verb "to have": Papp-am am na fan weer-i béy. "His father has thirty goats." Am naa nyett-i muus. "I have three cats."

When this verb is used without an indicated or understood subject, it takes the meaning "there is" or "there are", depending on the complement which follows it: Am na fan weer-i béy tyi tool bi. "There are thirty goats in the field." Am na benn muus tyi kow gàrab gi. "There is a cat in the tree."

The form is singular, whether the complement is singular or plural: am na (rather than am na nyu).

This creates a possible ambiguity between the meanings "He has ..." and "There is/are ..." for the form am na.... The distinction will have to be made from the context. The speaker can make the distinction by means of the independent pronoun or the lack of it.

Moom, am na fan weer-i béy tyi tool bi. "He has thirty goats in the field."

Am na fan weer-i béy tyi tool bi. "There are thrity goats in the field."

Am is also used in the Wolof expression for telling one's age: Am naa nyaar-i fukk-i at. "I'm twenty years old." [lit.: "I have twenty years."]

22. Noun Determiners and Noun Classes

A Wolof noun often occurs with a special word which will be called a noun determiner. The most fundamental meaning of the determiner is specificity; that is, the determiner shows that the noun with it refers to something specific or to something already referred to or known. This meaning corresponds not exactly, but fairly closely to the English definite article "the". Dakar Wolof has no grammatical equivalent for the English indefinite article "a/an" but sometimes uses the numeral benn "one".

The second meaning of the Wolof determiner is that of spatial relation to the speaker. One form of the determiner indicates proximity of the referent of the noun to the speaker, while another form indicates that the referent is remote.

The position of the Wolof noun determiner is immediately following the noun, unlike the English equivalent "the" which precedes the noun.

In form, the singular Wolof determiner consists of one of eight possible consonants -- b-, g-, dy-, l-, m-, s-, w-, and k- -- plus the vowel -i (to indicate proximity) or the vowel -a (to indicate remoteness.) The plural Wolof determiner consists of one of two possible consonants -- y- and ny- -- plus the same vowels -i or -a to indicate proximity or remoteness. In most cases nouns used with b-, g-, dy-, l-, m-, s-, and w- in the singular are used with y- in the plural, while one noun, nit "person" used with k- in the singular is used with ny- in the plural. A variation of this pattern occurs with some nouns which refer to persons, such as dyigéén dyi "the woman", góór gi "the man"; although these nouns do not take the determiner k- in the singular, they can take ny- in the plural, particularly when used in a collective sense (dyigéén nyi "the women", góór nyi "the men").

Wolof nouns are divided into eight different classes by the kind of singular determiners they take. In general each Wolof noun belongs to only one class. Nouns of the b- class are by far the most common, and practically all new borrowings from other languages are incorporated into it. Furthermore, there is a marked tendency for nouns which were originally of the other classes to move into the b- class, e.g. (read → as "is becoming").

older rééw mi → rééw bi	"the country"
xeedy gi → xeedy bi	"the spear"
lëg li → lëg bi	"the hare"

As a result of this tendency, many Wolof nouns may be said to belong to more than one class, since they are used with more than one determiner, depending upon the speaker or the dialect. In some cases the same speaker may treat certain nouns as belonging to two or more classes -- one of which is usually the *b-* class. If the appropriate class is in doubt or has been forgotten, the use of the *b-* class has a fair chance of producing acceptable results.

With other nouns, a change of class indicates a change in meaning, as *banaana bi* "the banana (fruit)", but *banaana gi* "the banana plant".

In the few instances where the names of persons must take a determiner (as in "Diop right here"), these proper nouns go into the *m-* class (plural, *y-*) (*Dyóób mii*, *fii*).

Notice that English does not use a determiner, with a singular proper noun although it does use it with the plural form: "the Smiths". The determiner can be used in Wolof with both the singular and the plural forms: *Dyóób mii* and *Dyóób yi*.

There are a few characteristic proclivities, other than the general prevalence of *b-*, that affect the class membership of Wolof nouns. One of these is an association of nouns with determiners having a somewhat similar sounding initial consonant. Thus, for nouns beginning with the consonants listed on the left, there is a particularly high proportion that are used with the determiner consonant listed on the right.

b	p		b
g	k		g
dy	(ty)		dy
m	[including mb]		m
f	w	y	w
s			s

The determiner consonant *l-*, on the other hand, is associated with nouns beginning with *n* followed by another consonant more noticeably than with nouns beginning with *l*.

nd ndy ng (ty) l l

Nouns beginning with other letters lack any strong pattern of similarity in sound with a particular determiner consonant.

There is also a consistent affinity of nouns designating certain types of things for a specific determiner consonant. The most common determiner consonant, *b-*, has the largest group of typical meaning affiliates.

b	fruits (as mentioned above) manufactured articles (*làl* "bed", *daady* "nail") parts of the body (*tànk* "leg") types of places (*ëtt* "courtyard") types of people (*dëkkëndóó* "neighbor") maladies (*feebar* "sickness") abstractions (*dëgg* "truth")
g	plants (as mentioned above)
dy	relatives (*rakk* "younger brother or sister") words of Arabic origin, particularly those associated with religion (*daara* "Koranic school") some collective nouns (*nyebbe* "beans")
m	liquids (*ndox* "water")
s	dry material that comes in bulk (*xorom* "salt") diminutives (*fas si* "the colt" -- *fas wi* "the horse")
w	animals (*nyey* "elephant", *nag* "cow")

Neither the sound patterns nor the meaning patterns are highly reliable for predicting noun-class membership; for many nouns the assignment to a given class seems highly arbitrary. In some instances there are conflicting pressures, and there is considerable dialect variation among speakers. For all these reasons it becomes important to associate nouns as they are encountered with the determiner consonants with which they are used.

23. Variation in the Vowels of Noun Determiners

In Grammar Note 22, it was explained that Wolof noun determiners may be formed with any of ten different consonants, depending upon the inherent noun class of the determined noun, as well as upon its grammatical number.

In addition to varying in their consonants, noun determiners may also vary in the vowels which are used with any given consonant. In contrast to consonant variation in noun determiners (which is a function of certain grammatical characteristics of the determined noun), changes in a determiner's vowels convey information of a semantic nature about the referent of the determined noun. Thus, while the use of determiner consonants is fixed with respect to each noun, the use of determiner vowels is much more open to selection by the speaker in terms of what information he wants to convey about what the noun stands for.

By one kind of alteration of the vowel pattern of the determiner, the speaker can modify the nature of the determination, in order to cause the listener to focus on the referent in a certain way. Accordingly, the determination can be simple (with no special emphasis or focus), emphatic (with special focus on the referent), or associative (when the speaker associates the referent in some way with the person spoken to).

By another kind of alteration of the vowel pattern of the determiner, the speaker can indicate whether the referent of the noun is proximate (within the immediate vicinity) or remote (as when it is far away, or well out of sight).

The way these kinds of information are conveyed by the vowel patterns of noun determiners is shown by the following chart:

Determination	Proximity	
	Proximate or Unspecified	Remote
Simple	Bi	Ba
Emphatic	Bii	Bee
Associative	BooBu	BooBa

In the above chart, the capital letter B stands for any of the ten consonants which may appear in a noun determiner, i.e., Bi = bi, dyi, gi, etc. When the chart shows two occurrences of B in the same form, both are replaced by the appropriate consonant, i.e., BooBu = boobu, dyoodyu, googu, etc.

The simple forms Bi and Ba are both equivalent to English "the", with the additional feature that they often indicate different degrees of proximity or distance between the referent and the speaker.

Santy na nyu kër gi.	"They have built the house (which is nearby)."
Santy na nyu kër ga.	"They have built the house (which is far away)."

However, the proximate form of determiner is also used when the proximity or distance of the referent is unspecified or irrelevant.

Mangi xaar kaar bi. "I am waiting for the bus (which may be nearby or far away)."

The emphatic forms Bii and Bee are often used to stress the existence or identity of the referent. Their closest English equivalents would be "this (very)" and "that (very)" respectively.

Ginaar bii walla bee laa bëgg-a dyënd. "I want to buy this or that chicken (while pointing them out)."

The associative forms BooBu (and for some speakers BooBa) are used to indicate some kind of association between the referent and the person spoken to. This association may be physical (as when the referent is near to or in the hands of the person spoken to), or it may be one of acquaintance (as when the speaker feels that the referent is known or familiar to the person spoken to). These associative forms of the determiner have no real equivalent in English. The closest that the English speaker comes to BooBu (and BooBa) is with "that ... of yours)".

Indil peel boobu! "Bring that shovel (near you/in your hand)!"

Woy boobu neexu ma. "I don't like that song (that you know about)."

Seetiwoon naa dëkk boobu (or booba). "I have visited that village of yours (i.e. the one we have talked about)."

The simple and associative (but not the emphatic) forms of determiner can be further modified by the addition to them of a suffix ...le. The general effect of this suffix is to make the determiners more specific in their reference, so that the resulting forms Bilé, Bale, BooBule, BooBale have more or less the force of the English demonstratives "this, that". In the Dakar dialect, however, the emphatic forms Bii and Bee are now often used with a demonstrative meaning instead of Bilé and Bale, while the suffix le is used only rarely with the associative forms.

Xoolal pitty bale!
Xoolal pitty bee! } "Look at that bird!"

The same kind of variation, with essentially the same meaning differences, can occur in the determiner-like relatives of thing-reference (formative consonant: l), person-reference (consonant: k), place-reference (consonant: f), and manner-reference (consonant: n).

Lan nga fi-y liggéey fii tyi Senegaal? "What are you doing here in Senegal?"

Kaay, ma yóbbu la fa. "Come on, I'll take you there."

Nyungi nii. "Here we are." [lit: "We are such."]

Fale tyi suuf tund bi am na yeneen dyuróóm benn... "Over there at the foot of the hill there are six others..."

Foofu la dëkk. "He lives over there (by you)."

24. Marking the Relationship Between Nouns

A possessive relationship between one noun and another is indicated in Wolof by placing the noun referring to the thing possessed (the modified noun) before that referring to the possessor (the noun modifier). In addition, the first or "possessed" noun is usually followed by a special grammatical marker which marks this relationship between the two nouns.

This relationship marker has two forms: -u and -i. Although some Wolof speakers often use these indiscriminately, most speakers seem to preserve the historical distinction between them, in which -u indicates that the noun it follows is singular, while -i indicates that it is plural. Compare the meaning of bunt "door" doom "son (or daughter)" in:

bunt-u kër gi	"the door of the house"
bunt-i kër gi	"the doors of the house"
doom-u góór gi	"the son of the man" or "the man's son"
doom-i góór gi	"the sons of the man" or "the man's sons"

In general, modified nouns seem to be taken as specific (i.e., equivalent to nouns followed by a noun determiner in other constructions). This is why the English definite article is used in the translations of modified bunt and doom in the foregoing examples. A modified noun is usually indicated as non-specific or non-determined by preceding it with benn (lit. "one") for the singular and ay (the indeterminate plural marker) for the plural. These can be considered as equivalent respectively to the indefinite article and "some" in English, e.g.:

benn doom-u góór gi	"a son of the man"
ay doom-i góór gi	"some sons of the man" or "some of the man's sons"

Note that benn tyi, with the meaning of "one of the...", can also be used before a plural modified noun i.e., benn tyi doom-i góór gi "one of the man's sons".

Possessive constructions consisting of a modified noun and the following noun modifier are usually kept intact. Thus, if the noun modifier (i.e., the last of the two nouns in the construction) is itself modified by one of the possessive pronouns suma, sa, sunyu, seen (which normally precede the noun they modify, See Grammar Note 28), then these possessive pronouns precede the entire two-noun construction, even though it is the second of the two nouns which the possessive pronoun modifies, e.g.:

suma doom-u xarit	"my friend's son"
sa xarit-i doom	"your (sing.) son's friends"

This practice is quite different from that of English, in which possessive pronouns usually modify the nouns which immediately follow them. The Wolof 3rd person singular possessive pronoun -am will be less troublesome in this respect, however, since the fact that it follows the noun it modifies will cause it to appear in direct contact with that noun in such constructions, e.g.:

doom-u xarit-am	"his/her friend's son"
xarit-i doom-am	"his/her son's friends"

Number with respect to the noun modified by the possessive pronoun is usually ambiguous in such constructions. Thus, suma doom-u xarit can mean either "my friend's son" or "my friends' sons", although the singularity of the noun doom is made clear by the form of the marker -u. In the same way, suma doom-i xarit can mean either "my friend's sons" or "my friends' sons". If it is absolutely necessary to distinguish between singular and plural for the nouns modified by possessive pronouns in such constructions, this can be done by adding the appropriate noun determiner (See Grammar Note 22) after the modified noun, e.g.:

suma doom-u xarit bi	"my friend's son"
suma doom-u xarit yi	"my friend's sons"
doom-u xarit-am bi	"his/her friend's son"
doom-u xarit-am yi	"his/her friend's sons"

Although a marker of noun relationship is usually used with a subordinate noun, there are a few nouns after which the singular marker (-u) is optional, and in fact rarely used. The most important of these nouns are: kër "house, home", baay "father", yaay "mother", borom "owner", biir "inside", e.g.:

kër góór gi (for the less usual kër-u góór gi) "the man's house"

When one of these nouns is followed by another, and also preceded by a possessive pronoun, the singular subordinator -u does appear between the nouns, e.g.:

suma kër-u xarit "my friend's house"

But if these nouns are preceded by one of the possessive pronouns suma, sa, sunyu, seen (even though these really modify the second noun), then even here the singular subordinator is used, e.g.:

suma kër-u xarit "my friend's house"

Words of more than one syllable ending in a vowel ordinarily are directly followed by a possessor without the singular relationship marker. This is particularly true of nouns which end in o, ô, or u.

loxo xarit-am	"his/her friend's hand"
nyambi all	"wild manioc" (lit: of the countryside)

When any of these nouns are plural, however, the plural marker -i (-y after vowels) is usually retained to show this, e.g.:

kër-i góór gi	"the man's houses"
loxo-y xarit-am	"his/her friend's hands"

There is one noun in Wolof which, when modified by another noun, never has a marker of relationship used with it. This is waa "inhabitant(s), resident(s), people", e.g.:

waa Senegaal	"the Senegalese"
suma waa kër	"my family" or "my household"

This same form of relationship marker is used to indicate the kinds of relationship shown in the following phrases.

dyaaykat-u dyën	"seller of fish", or "fish seller"
kër-u tabax	"house (made) of masonry" or "masonry house"
liibër-u mburu	"a pound of bread"

The first two phrases are examples of a very frequent pattern in English, in which a noun is used to modify another noun: "bus stop", "passenger train", "lemon tree", etc. In Wolof, modification of this type is expressed by means of the noun phrases described above for the form of the noun possessive. In both Wolof and in English, the singular form of the modifying noun (the second noun on the Wolof phrase, the first noun in the English noun-noun phrase) is used to show a generic rather than specific reference. Therefore the relationship marker is usually used in the ...*u* form in this type of noun-noun phrase.

The third phrase is an example of what is sometimes called the "partitive genitive". It is used to express the amount or number of some measurable or countable substance. The phrases are made with a quantity expression or container noun. The English phrase of this type is almost always formed with "of". In this type of Wolof expression the relationship marker is *-u* after most of the quantity expressions, such as *liibër* "a pound", *paket* "a package". After numbers, the plural relationship marker *-i* is used; *nyaar-i xaal* "two melons", *fukk-i surans* "ten oranges".

Part III Pronouns

25. The Wolof Pronominal System

A. The person and number categories.

The Wolof pronominal system consists of three categories of person reference (called *1st*, *2nd*, and *3rd person*), and two categories of number for each person category (*singular* and *plural*). As in English, the 1st person refers to the speaker or to persons including the speaker, the 2nd person refers to the person(s) spoken to, and the 3rd person refers to any other person(s). Unlike English, however, Wolof makes no gender distinction in the 3rd person singular, and therefore uses just one pronoun where English uses three: "he", "she" and "it". There is no special use of pronouns in Wolof to express politeness, as there is in some languages; only person and number are shown.

B. The grammatical classes.

For the most part, the Wolof pronouns fall into three different classes, depending upon whether they function grammatically as the subject of a verb (*subject pronouns*), the object of a verb (*object pronouns*), or the modifier of a noun (*possessive pronouns*). The subject and object pronouns only occur in constructions with a verb, while the possessive pronouns occur only in constructions with a noun or a noun-substitute (See Grammar Notes 26, 27 & 28).

C. The independent pronouns.

There is one special pronominal class consisting of pronouns which are grammatically independent of nouns and verbs. These, which will be called *independent pronouns*, have the following forms:

	Singular	Plural
1st person	man	nyun
2nd person	yow	yeen
3rd person	moom	nyoom

Although nyun is the usual form of the 1st person plural independent pronoun in the Dakar dialect, some other dialects use the form nun instead.

Since it is not necessary for independent pronouns to be tied to a verb or a noun, they are the ones which are used to form one-word constructions (usually questions or answers to questions), in which the pronoun stands alone. It should be noted that the independent pronouns can be used in this way regardless of whether the context implies a subject or object grammatical function; e.g., "Who did it? He (did)." Moom "Who(m) did you see? Him." Moom. Man? "I?" or "Me?", etc.

The independent pronouns are also used in the following kinds of constructions:

1. Before la, either with or without a verb.
2. Before -a without a verb.
3. As the object of a preposition (ag, tyi, ba, pur).
4. Appositionally, before constructions containing subject, object, or possessive pronouns, either for emphasis, or to clarify the person reference of certain phonologically ambiguous pronouns.

26. The Dependent Subject Pronouns

The basic set of subject pronouns can be taken as those that occur with the minimal verbal construction (See Grammar Note 7).

	Singular	Plural
1st person	ma	nyu
2nd person	nga	ngéén
3rd person	mu	nyu

There is considerable variation in the form of certain subject pronouns when they occur in other verbal constructions.

With certain predicators (dafa, na, la, and the negative suffix ...ul, [See Grammar Notes 2, 3, 5, & 8]) a third person singular subject is indicated by the absence of any pronoun.

For the first person singular, the predicators na and la combine with the pronoun to give the forms naa and laa.

The second person subject pronouns exhibit the greatest variability. The forms nga and ngéén occur in the minimal verbal construction and in two constructions where the predicator (na or la) disappears before them, so that all three constructions are similar in the way they are expressed in the second person. These basic forms also occur together with na and before the verb in the optative construction (See Grammar Note 12) and after relative pronouns with the determiner vowel -i (See Grammar Note 17). With the presentative angi, (See Grammar Note 1) and the subject predicator -a (See Grammar Note 6) the second person plural subject pronoun is yeen; the second singular occurs in the combinations yàngi and yaa -- from which, in order to discuss it, we may extract a hypothetical form ya. In the negative, the second singular is in most instances loo and the corresponding plural is leen (See Grammar Note 8). Relative pronouns with the vowel -u (used also as question words; See Grammar Note 30) regularly substitute the vowel -oo for the second person singular.

Foo dem? "Where did you go?"

Koo gis? "Whom did you see?"

Loo-y def? "What are you doing?"

The corresponding plural has the -oo of the singular in addition to the pronoun form leen.

Foo leen dyógé? "Where do you (pl.) come from?"

Loo leen di def? "What are you (pl.) doing?"

The indication of second person singular subject with the form du (See Grammar Note 9) is like that with question words.

Doo dem anyi? "Aren't you going to eat lunch?"

Doo leen ma mun-a won yoon bi? "Can't you (pl.) show me the way?"

Certain other negations also follow the same patterns -- some commonly, some sporadically.

Xamoo fu dyàkk dyi féété fii? "Would you (lit. don't you) know where the mosque is around here?"

Xanaa musóó fi nyów? "You haven't been here long, have you?"

(The last example has the higher vowel -óó after a high vowel in the first syllable.)

It will be noted in the table above that the subject pronoun forms for the 1st and 3rd persons plural are identical. This is the case in Dakar Wolof, although some other dialects have a special form nu for the 1st person plural, and use nyu only for the 3rd person plural. The possible confusion which can be caused by the use of identical pronoun forms for two different persons can be avoided by putting the appropriate independent pronoun ahead of constructions containing an ambiguous pronominal form. For example, the phrase Dem na nyu by itself means both "We have left" and "They have left" in Dakar Wolof. This ambiguity can be cleared up by saying Nyun, dem na nyu for "We have left" and Nyoom, dem na nyu for "They have left".

When immediately following a word ending in a vowel, the 1st and 3rd person plural forms nyu may be pronounced without the vowel. This will often be shown by writing the form ny'.

27. The Object Pronouns

In Wolof, as in English, there are separate forms for pronouns used as subjects and as objects. In English, for example, the subject form for the first person singular pronoun is "I" while the object form is "me", etc. Although the second person form "you" remains unchanged, whether used as a subject (or an object). In Wolof, also, special forms exist for pronouns used as objects, of which two forms are identical with each other (2nd and 3rd persons plural) and two forms are identical with forms for pronouns used as subjects (1st person singular and plural):

	Singular	Plural
1st person	*ma*	*nyu*
2nd person	*la*	*leen*
3rd person	*ko*	*leen*

For the third person singular there is an alternative form *ka* (or *kë*) which is often used instead of *ko* in rapid speech. The 1st person plural form *nyu* also has the variant *ny'*, which is often used when the pronoun immediately follows a word ending in a vowel.

Although in Wolof nouns used as objects usually follow the verb, as in English word order, object pronouns generally precede the verb. (When the object pronoun separates the presentative *angi* from the verb, it is necessary to use the tense marker *-y* (*di* after *leen*) [See Grammar Notes 4 & 1]); e.g.:

Xale yàngi lekk mburu. "The children are eating bread."

Nyungi lekk mburu. "They are eating bread."

Xale yàngi ko-y lekk. "The children are eating it."

Nyungi ko-y lekk. "They're eating it."

As with *nyu* in the subject pronouns, ambiguity arises with the object pronoun form *leen* which is used for both the 2nd and 3rd persons plural. Thus, the phrase *Gis naa leen* can mean both "I have seen you (pl.)" and "I have seen them". This confusion can be avoided by replacing the object pronoun with an independent pronoun followed by *la* (See Grammar Note 5). The order of the sentence then becomes independent pronoun + la + subject + verb. The phrase *Gis naa leen* thus becomes *Yeen laa gis* "I have seen you (lit. You it is [that] I have seen)", or *Nyoom laa gis* "I have seen them (lit. They it is [that] I have seen)". When independent pronouns are used to clarify ambiguity in subject pronouns, the dependent subject pronoun remains in the sentence, whereas when independent pronouns are used to clarify ambiguity in object pronouns, no real object pronouns remain in the sentence.

It is quite possible for a Wolof phrase to involve both ambiguous subject and object pronouns. Thus, *Gis na nyu leen* is unclear as to person reference, both with respect to the subject pronoun *nyu*, which can be either 1st or 3rd person plural, and to the object pronoun *leen*, which can be either 2nd or 3rd person plural. Consequently, the phrase can mean variously "We have seen you (pl.)", "They have seen you (pl.)", "We have seen them", or "They have seen them". Using the independent pronouns in both ways to clarify the subject and object ambiguity of *Gis na nyu leen*, the construction can be rephrased as *Nyun, yeen la nyu gis* for "We have seen you (pl.)", *Nyoom, yeen la nyu gis* for "They have seen you (pl.)", *Nyun, nyoom la nyu gis* for "We have seen them", and *Nyoom, nyoom la nyu gis* for "They have seen them".

28. Possessive Pronouns

Wolof possessive pronouns have the following forms:

	Singular	Plural
1st person	suma + Noun	sunyu + Noun
2nd person	sa + Noun	seen + Noun
3rd person	Noun + -am	seen + Noun

The following variant pronunciations may be heard in different dialects, in the speech of different speakers of the same dialect, or even within the speech of the same speaker:

sama or sëmë for suma

së for sa

sunu for sunyu

séén for seen

The third-person possessive suffix is normally -am after consonants when the first vowel in a word is a, à, e, or o, and -em after consonants when the first vowel is i, é, ë, u, or ó.

Words of more than one syllable that end in a vowel coalesce with the third person singular possessive pronoun to form a word with a final syllable ending in ...m and containing a long vowel. When the final vowel of the basic word is i, é, e or ê, the form containing the possessive ends in ...eem if the first vowel in the word is a, à, e, or o, and in ...éém if the first vowel is i, é, ë, u, or ó. When the final vowel of the basic word is u, ó, o, or ô, the form with the possessive pronoun ends in ...oom after the first group of vowels and in ...óóm after the second group. For words ending in a (and the occasional â, ë, or à), the possessed form ends in ...aam.

tyaabi	"key"	tyaabeem	"his key"
bàle	"broom"	bàleem	"her broom"
tyere	"couscous"	tyereem	"his couscous"
soble	"onion"	sobleem	"her onion"
bukki	"hyena"	bukkéém	"his hyena"
indé	"steaming tray"	indéém	"her steaming tray"
tééré	"book"	téérééem	"his book"
bëré	"wrestling match"	bëréém	"his wrestling match"
furne	"stove"	furnéém	"her stove"
haanu	"pipe"	naanoom	"his pipe"
dyaro	"ring"	dyaroom	"her ring"
genyo	"belt"	genyoom	"his belt"
loxo	"arm"	loxoom	"his arm"
kareyô	"pencil"	kareyoom	"his pencil"
kuddu	"spoon"	kuddóóm	"his spoon"

mótó	"motorcycle"	mótóóm	"his motorcycle"
paaka	"knife"	paakaam	"his knife"
daba	"mattock"	dabaam	"his mattock"
pusa	"needle"	pusaam	"her needle"
këlë	"(a type of) bowl"	këlaam	"her bowl"

Single-syllable nouns ending in a vowel follow the same pattern as words that end in a consonant.

we-am	"her fingernail"
po-am	"his game"
dyë-ëm	"her forehead"
ndaa-am	"her water jar"
ay yoo-am	"its mosquitoes"
ay ruu-ëm	"its wheels"

The Wolof possessive pronouns function fairly similarly to their English equivalents. The forms are quite regular except for the above mentioned variations in pronunciations. Just as English uses the same form "your" for both singular and plural second person categories, Wolof uses the same form for both second and third person plural categories. Also, as with other Wolof pronouns, one form is used for the third person singular with no distinction of gender.

It is possible in certain patterns, to use either the noun determiner or the possessive pronoun, as with waa kër in the sentences from the lessons : Naka waa kër ga? and Nuyyul ma waa kër ga in place of which Naka sa waa kër? and Nuyyul ma sa waa kër are both possible patterns. This is also occasionally the case with English (e.g., "How is the family?") although the general usage employs the possessive pronoun.

In position, Wolof generally follows the same usage as English, with the pronoun preceding the noun, except for the third person singular pronoun, which follows the noun.

Plural nouns modified by possessive pronouns are indicated by a pluralizing particle. This particle, which is placed immediately before the noun, has the form -y when immediately following the possessive pronouns that end in a vowel, -i after seen, ay elsewhere.

	Singular Noun		Plural Noun	
1st pers. s.	suma xarit	my friend	suma-y xarit	my friends
2nd pers. s.	sa xarit	your friend	sa-y xarit	your friends
3rd pers. s.	xarit-am	his(her,its) friend	ay xarit-am	his(her,its) friends
1st pers. pl.	sunyu xarit	our friend	sunyu-y xarit	our friends
2nd pers. pl.	seen xarit	your friend	seen-i xarit	your friends
3rd pers. pl.	seen xarit	their friend	seen-i xarit	their friends

When for one reason or another, the specific noun referring to the thing possessed is omitted, its place can be taken by the noun substitutes bos for the singular, and yos for the plural. Note that these forms have the initial consonants of the singular and plural of the b- class of noun determiner. Constructions consisting of bos or yos modified by a possessive pronoun are generally equivalent to the English possessive pronouns "mine", "yours", etc.

suma bos	"mine" (sing.)	suma yos	"mine" (plural)
bos-am	"his/hers/its" (sing.)	yos-am	"his/hers/its" (plural)

29. Indefinite Pronouns

Besides the personal pronouns, there is another set of pronouns in Wolof which are related in form to the basic formative consonants k... for persons (ny... for the plural), l... for objects (y... for the plural), f... for places. (See Grammar Note 17.)

The following table shows the forms and meanings of the various groups.

ki	Singular	kenn "somebody"	képp "anybody"	keneen "another" "somebody else"
	Plural	nyenn ("some people")	nyëpp "everybody"	nyeneen ("others") "other"

li	Singular	lenn "something"	lépp "anything"	leneen "another" "something else"
	Plural	yenn "some"	yëpp "everything"	yeneen "others" "other"
fi		fenn "somewhere"	fépp "everywhere"	feneen "some othe place"

The alternative forms kép, nyëp, lép, and yëp may also be heard.

In some dialects of Wolof, further forms based on the other formative consonants, such as gépp and népp, but these seem to be dropping out in Dakar Wolof usage.

These pronouns can be used as modifiers of nouns, or as substantives, in which case they are sometimes used with the determiners.

Ana nyeneen nyi? "Where are the others?"

30. Information Question Words

In both English and Wolof, questions may be classified as one of two types: those which require simply a "Yes" or "No" answer (See Grammar Note 34) and those which seek further information. The type which requests information is signalled, in both languages, by some kind of question word which indicates what information is desired, e.g., in English, "Where" at the beginning of a question indicates that the questioner wishes information about the location of something, "When", that information about the time of something is sought, etc.

In English there is only one set of information type question words. The forms in this set can be used alone as one-word questions, as well as at the beginning of larger questions, and also as relative pronouns in complex sentences, e.g.:

"Where?" (e.g. in answer to "I found my book.")

"Where was your book?"

"He showed me the place where he found his book."

In Wolof there are two groups of information question words: one group which can function alone, much like the independent pronouns; and another group which function both as question words and as relative pronouns. The independent question words have the following forms:

	Singular	Plural
thing ("what?")	lan	yan
person ("who?")	kan	nyan
place ("where?")	fan	--
time ("when?")	kany	--
manner ("how?")	nan	--

Another form for questions about manner is naka which operates in the same way as nan. These words are used in one-word questions, e.g., Kan? "Who?", Kany? "When?". These question words can also be used at the beginning of longer questions, as more emphatic than the words of the second group. In this case the questions words are linked to the rest of the sentence by the predicator la (See Grammar Note 5), except where lan and kan refer to the subject of the sentence rather than the object, in which case the subject predicator (See Grammar Note 6) is used, usually with the 3rd person singular form: moo.

The Wolof question words which can function both as interrogatives and as relative pronouns have the following forms:

	Singular	Plural
thing ("what")	lu	yu
person ("who")	ku	nyu
place ("where")	fu	--
time ("when")	bu	--
manner ("how")	nu	--

The subject pronouns used after these question words work as follows (where fu is used as an example):

	Singular	Plural
1st person	fu ma	fu nyu
2nd person	foo	foo leen
3rd person	fu mu	fu nyu

Another form for question about manner is na, which is used with the minimal verbal construction (See Grammar Note 7).

When ku or lu (or nyu ou yu) refers to the subject, no further pronoun is needed.

The function of these words as relative pronouns was described in Grammar Note 17. It will be observed that the initial consonants, l- (for things, y- for the plural), k- and ny- (for persons), f- (for places), etc., can be used with several vowels to form words relating to things, persons and places, etc., in different ways, e.g., the words fu "where", fi "here", fii "right here", fa "there". When these consonants are used to form the question words or the relative pronouns, the usual vowel is -u.

After the question words fu (or fan) and nu (or naka or nan), and in certain other cases, verbs (but not all verbs in every case) take a suffix -e. This ending indicates something about the relationship between the question word and the verb. A discussion of this complicated "direct" and "indirect" relationship between verbs and predicated words is found in Grammar Notes 15 and 16.

A special predicative information question word in Wolof is ana which means "Where is...?", and in asking about people, "How is...?"

Ana suma lam?	"Where is my bracelet?"
Ana sa mag?	"How is your older brother?"

The pronouns used in such questions are the basic subject pronouns (See Grammar Note 26).

Ana mu?	"Where is it?"
Ana nga?	"Where are you?"

31. The Verb tax

The verb tax when used alone, has the basic meaning "to cause":

Ngelaw gi tax na ba gaal gi suux.	"The wind has caused the boat to sink:" [lit: "The wind has caused until the boat sank."]

The sequence li + verb phrase + moo tax is roughly equivalent to the English phrase "it is because..." + a verb phrase.

Li nyu nekk tyi nawet gi, moo tax.	"That is because we are in the rainy season:" [lit: "(The fact) that we are in the rainy season, IT has caused (it)."]

When *tax* is used with the interrogative *l-* (See Grammar Note 30) in *Lu tax*...? (lit: "What causes ...?"), this construction is equivalent to the English question word "why...?".

Lu tax nyu dem? "Why have they gone?"

Part IV Various Relationships

32. The Relationship Words *ag*, *te*, *tyi*, and *ba*

In comparison with English, Wolof may be said to have very few of the relationship words known in English as prepositions and conjunctions. In Wolof, the four words described below are the most commonly used. These show certain kinds of tangible relationships, three of them between persons or things, the fourth between actions. When the word following one of these relationship words is a pronoun, the independent pronominal form (See Grammar Note 25) is alwyas used.

ag - This word indicates addition or accompaniment. It is usually equivalent to the English words "with" and "and", as these words are used to connect nouns or pronouns.

Mungi wax ag man. "He is speaking with me."

Màngi gis góór gi ag ay doom-am. "I see the man and his children."

Variant pronunciations may be heard, for instance, *ëg*, and after a vowel *ag* may form a contraction with a previous word.

Mungi wax xale bi ag yaay-am. "He is speaking to the child and his mother."

Mungi wax xale bi ëg yaay-am.

Mungi wax xale beeg yaay-am.

te - Whereas in English the conjunction "and" is used to connect both nouns or pronouns, and verbs or verb phrases, *ag* ordinarily connects nouns or pronouns. To connect verbs or verb phrases with some similarity of meaning a special word *te* can be used.

Di na toog tyi seen kër te du def dara. "She'll stay in their house and not do anything."

Da-y tàng te tooy. "What it does is get hot and (get) muggy."

Woto bi dafa màgget te xant. "The car is old and beat-up."

In some cases, verbs or verb phrases are simply juxtaposed, without any special joiner.

Xeex na nyu, daxx na nyu. "They fought and won."

Sanggu na, dyulli na. "He has washed and prayed."

In either case, when the subjects of two verbs are the same, the subject is often omitted from the second verb phrase.

The word *te* is also used at the beginning of a sentence, much as are

English "and", "and then", "and so" in conversational English, to indicate a connection to what has just been said.

Waawaw, te bu nyu demee, di na nyu am meeb tyi mbaal-u lebu yi. — "Sure, and then when we get there, we'll get bait from the Lebus' fish net."

tyi - This word indicates close physical relationship or inclusion, in its most basic use. In this sense tyi is roughly equivalent to "at" or "in" in English.

Nyoom, nyungi fii tyi suma kër. — "They're here at my house." or "They're here in my house."

Like the noun determiners and certain other words such as angi and fi, tyi can take the form tya with the change in vowel to indicate that what is referred to is remote. Furthermore, there is usually accord between tyi or tya and the vowel used with these other changeable words when they occur together in a single construction, e.g.:

Nyunga-y woy tya kër ga. "They are singing at home."

Nyungi woy tyi kër gi. "They are singing in the house (nearby)."

To convey more specific information about spatial relationships, tyi is used with various other nouns, forming phrases equivalent to English "in front of", "in back of", "under", etc. These forms will be described in Grammar Note 33.

In certain phrases, tyi can have the meaning "to", e.g.:

Mungi indi tééréém tyi kër gi. "He's bringing his book home."

wax + tyi has the meaning "to talk about"

The preposition tyi has to be distinguished from the pronominal element tyi (See Grammar Note 20). The latter normally means such things as "of them", "of it", "among them", "about it", and occasionally "some".

Fan la dyaan gën-a bare? Am na tyi yu-y wonn nit? — "Where are snakes the most numerous? Are these any of them that swallow people?"

Lu la tyi neex? "What do you like about it?"

Mun naa la tyi abal. "I can lend you some."

ba - The preposition ba (or, in a common variant form, be) indicates limitation or termination, and can modify verb phrases as well as nouns and pronouns.

When ba modifies a noun, pronoun, or noun phrase referring to a person, place or thing, it is usually equivalent to English "as far as" or "over to".

Mungi dem ba Dàkaar. "He's going as far as Dakar."

When ba modifies a noun, a noun phrase or a verb phrase referring to a specific point in time, it is generally equivalent to English "until".

Nyun, di na nyu fi toog ba dimaans. "We'll wait here until Sunday."

Nyun, di na nyu fi toog ba mu nyéw. "We'll wait here until he arrives."

33. Tyi + Noun Prepositional Phrases; and the Verb nekk "to be"

It was stated in Grammar Note 32, when the relationship word tyi was introduced that it was also possible to convey more specific information about spatial relationships by means of phrases where tyi is used in combination with certain nouns. These nouns, and the combinations which they form with tyi, are as follows.

Noun		Prepositional Phrase	
digg (bi)	"middle", "center"	tyi digg (-u/i)	"in the middle of", "in the midst of"
wet (gi)	"ribs", "side"	tyi wet (-u/i)	"beside", "at the side of", "around", "surrounding"
boor (bi)	"side", "bank"	tyi boor (-u/i)	"beside", at the side of", around", "surrounding"
kanam (gi)	"face", "front"	tyi kanam (-u/i)	"in front of"
diggënté (bi)	"interval", "distance"	tyi diggënté	"in between"
biir (bi)	"stomach", "interior"	tyi biir	"inside", "into"
biti (bi)	"outside", "exterior"	tyi biti	"outside", "out of"
kow (gi)	"top"	tyi kow	"on top of", "over"
suuf (si)	"ground", "bottom"	tyi suuf	"under", "down", "at the bottom of"
ginnaaw (gi) (or a variant gennaaw)	"back"	tyi ginnaaw	"behind", "in back of"

The (-u/i) at the end of the prepositional combinations which contain the nouns digg, wet, boor and kanam is a relationship marker (See Grammar Note 4) which is used when the phrases with these nouns are enlarged by the "object" of the prepositional phrase, i.e., this marker is parallel to the English word "of" when the phrase is "in front of the house" instead of simply "in front". The form -u indicates that the noun in the prepositional combination (digg, wet, boor or kanam) is used as a singular, the form -i, that the noun is used as a plural. The singularity or plurality of a noun which is the "object" of the prepositional phrase is indicated by the forms of the determiner used.

As the forms would indicate, there are differences of meaning obtained by the use of singular or plural forms of either the nouns in the prepositional phrase or the nouns or pronouns used as "objects" of the prepositional phrases, just as in English it makes a difference to say "the side of the house", "the sides of the house", or "the sides of the houses". Observe the following Wolof examples:

tyi kanam-u kër gi	"in front of the house"
tyi kanam-i kër yi	"in front of the houses"
tyi wet-u kër gi	"beside the house"
tyi wet-i kër gi	"around the house"
tyi wet-i kër yi	"at the sides of the houses"
tyi boor-u kër gi	"beside the house"

tyi boor-i kër gi	"at the sides of the house"
tyi boor-i kër yi	"at the sides of the houses"
tyi digg-u gaal gi	"in the middle of the boat"
tyi digg-i gaal yi	"in the middle of each of the boats"
tyi digg-u gaal yi	"in the midst of the boats"

When the prepositional phrases with the nouns other than the four mentioned above are used with "objects", no relationship marker is necessary:

tyi biir kër gi	"in the house"
tyi kow taabul bi	"on the table"
tyi diggënté Seen ag Faal	"between Sène and Fall"
tyi biti kër yi	"outside the houses"
tyi suuf tund bi	"at the foot of the hill"
tyi ginnaaw dyàngalekat bi	"behind the teacher"

When the object of tyi "in" or tyi biir "in", "inside" is the name of a city or a country, the tyi usually drops out:

Màngi dëkk biir Dàkaar.	"I live in (downtown) Dakar."
Mungi Fàrans.	"He is in France."
Ndar la nyu-y liggééyé.	"We work in St. Louis."

The verb nekk "to be" is often used in sentences with adverbial expression such as those above with tyi. Nekk is not found in constructions parallel to every English expression in which "be" is used, but where nekk is used in Wolof, it is generally parallel to some use of "be" in English. Nekk is normally used in past and future statements, in present-time questions and in certain subordinate clauses. It can also be used in present-time statements, but in most cases it is adequate to use angi without nekk, e.g.:

Màngi fii.	"I'm here."
Ku fi nekk?	"Who is here?"
Nyu nekkoon tyi nawet gi.	"We were in the rainy season."
Bu subaa di na ny' fi nekk.	"We'll be here tomorrow."

A short form of nekk -- ne -- will often be heard. The difference is chiefly stylistic:

Nyaata kër-a ne tyi boor yi?	"How many houses are around here?"

34. Interrogative Sentence Structures Requiring "yes" or "no" answers

In Wolof, a statement can be made into a question requiring a "yes" or "no" answer in either of two ways:

1. The sentence, with the same wording as the declarative form, may be said with an interrogative intonation. The main characteristic of this interrogative intonaton is a high start. That is, the sentence is begun with a much higher pitch than is normally used for declarative sentences.

This Wolof interrogative intonation is quite different from the corresponding English interrogative intonation, which usually involves a rise in pitch at the end of the sentence. In fact, Wolof declarative sentences often have a high finish, and may accordingly be mistaken for questions by the English speaker, e.g.:

(declarative): Wolof la. [-- _] or [-- ¯] "He is a Wolof."

(interrogative): Wolof la? [¯¯ -] or [¯¯ -] "Is he a Wolof?"

2. Question-indicating words may be used (in which case the intonation is normal). Ndax (roughly "[is it] because...") and eske (from French est-ce-que) simply make a sentence interrogative. The questioner has no precon eived notions about what the answer will be. Therefore verbs in questions with ndax are almost invariably in the affirmative form. A negative verb would indicate a presumed answer, and thus call for the use of mbaa, e.g.:

Ndax wolof la? or Eske wolof la? "Is he a Wolof?"

Mbaa is used when the questioner wishes to indicate that an answer of agreement is expected (i.e. an affirmative answer to an affirmative question, a negative answer to a negative question), but that he is not quite sure. This form is more or less parallel to the English question like: "She's here, isn't she?", " ou've finished it, haven't you?", "You don't have the money, do you?", "I'm not late, am I?", etc., e.g. Mbaa wolof la? "He's a Wolof, isn't he?"

Xanaa is used in questions which occur to the questioner because he has gotten some idea from the situation; e.g., the questioner sees a person with a certain appearance, and hears the person mention that he has come from Dakar, he speaks Wolof, etc., so the questioner asks Xanaa wolof la? "That means he's a Wolof?". The verb after xanaa is usually used with la (the complement predicator [See Grammar Note 5]), a (the subject predicator [See Grammar Note 6]) or da (See Grammar Note 2) because by context there will be focus on one part or another of the sentence.

(The use of the words mbaa or xanaa is not necessarily an indication that the best English translation of a Wolof sentence introduced by one of them is a question. Often other ways of expressing the same degree of uncertainty might be more appropriate.

Mbaa wóoru na. "I hope it's safe."

Mbaa doo fa yàgg. "I hope you won't be there very long."

Xanaa gan nga fi. "You must be a stranger here."

Xanaa rëbbkat yëpp, da nyu am fetal. "I suppose all the hunters have guns."

Xanaa da nga dof. "You've got to be crazy!")

35. The Words kon and koon

The word kon is similar in meaning and grammatical function to the English conjunction "then", as in "If you go, then I'll go too.". Like the English "then", Wolof kon is often used to introduce conditional clauses. In such clauses, some varieties of Wolof mark the verb as conditional with a special word, koon, although in the Dakar dialect this marker is seldom used. Thus the Dakar Wolof sequence ...kon du mel nii "then it wouldn't look like this" would more likely be ...kon du mel koon nii in some other dialects.

36. Word Formation: the Noun Former ...kat

In English, words with related meanings often are formed by means of affixes added to a base word or stem. These affixes can be prefixes (such as "pre-", "re-", "dis-", etc.) or suffixes (such as "-ing", "-er", "-ment", etc.). The derived word often belongs to a different grammatical category than the base word, e.g. "teach", a verb, with the addition of a suffix becomes "teacher", a noun.

The same device is employed to form derivatives in Wolof, usually with suffixes.

Wolof nouns ending in ...kat are usually words formed by the addition of that suffix to a verb base. The meaning of the form is equivalent to the English suffix "-er", "one who performs the action specified by the verb base". The reference is not necessarily to a member of a profession, but merely to the doer of some action.

dyàngale	"to teach"	dyàngalekat bi	"the teacher"
wulli	"to tan (leather)"	wullikat bi	"the tanner"
dyaay	"to sell"	dyaaykat bi	"the merchant"
togg	"to cook"	toggkat bi	"the cook"
nyaw	"to sew"	nyawkat bi	"the tailor"
tël	"to jump"	tëlkat bi	"the jumper"

37. Word Formation: the Verbal Suffix ...aat

The addition of the suffix ...aat to a verb results in a modification of the meaning in generally the same way that the meanings of English verbs are modified by the English prefix "re-", "to perform again the action specified by the verb base". When the verb ends in a consonant, the form of the suffix is ...aat, e.g.:

nyów	"to come"	nyówaat	"to come again"
wax	"to speak, say"	waxaat	"to say again, repeat"
def	"to do"	defaat	"to do again, re-do"
dyàng	"to read"	dyàngaat	"to read again, re-read"
for	"to pick up"	foraat	"to pick up again"

When the verb ends in a vowel, however, the form of the suffix is usually ...waat.

fattewaat	"to forget again"
indiwaat	"to bring again"
delluwaat	"to return again"

VOCABULARY

Wolof - English

A

-a	(verb linker)
-a	(subject focus predicator)
-aat	again, still (repetitive suffix)
abal (v)	lend
Abidyan	Abidjan
a bô	I see
abyô (bi)	plane
adduna, addina (si, dyi)	world
addyi (v)	gather, pick
addyuma (dyi)	Friday
afeer	personal business, affairs
ag	with, and, plus
akara (bi)	bean cake, green-bean
aksi	arrive at
aku (bi)	Gambian Creole
alal (dyi)	possessions, treasure, fortune
-al, -ël	(imperative singular suffix)
-al, -ël	(benefactive suffix)
alhamdulillà	thank God
alkaati (bi)	policeman
alkol (bi)	alcohol
all (bi)	country, range
Allaadyi (bi)	Hajji, pilgrim
allarba	Wednesday
almet (bi)	match, matches
altine	Monday
alxames	Thursday
-am, -ëm	his, hers
am (st)	have, here it is, take it

am	or
am deet	or not
am na	there is, there are
am xel (st)	be intelligent
amati (v)	still have
amatul (v)	not have any longer
ambasàd (bi)	embassy
Amerik	America, U.S.A.
amerikeny (bi)	American
ana	where? "how's about?"
and (v)	come with, go with, be with
andal (v)	accompany
angale (bi)	English; Englishman
Angalteer	England
angi, anga	here it is, there it is (presentative)
any (v)	eat lunch
any (bi)	lunch
anyi (v)	go eat lunch
appàranti (bi)	fare collector
araab (bi)	arabic (language)
arbiis (bi)	infection in the foot caused by worms
armeel (wi)	cemetary
asamaan (si)	sky
aset (bi)	plate
asprin, aspro	aspirin
at	year, age
-ati	still (verb suffix)
attaaya (bi)	tea, tea party
-atul	not any more (verb suffix)
a'u	have not (negative of am)
aw (v)	go through/one way
awril	April
ay	some
ay (wi)	quarrel
aytya, aywa	come on, let's go, let's do it

B

ba	until; as far as, over to
ba	the (remote)
ba, bi, bu	when, since, if
baal ma	excuse me
baaraam (bi)	finger
baat (bi)	neck
baat (bi)	word; sentence; expression
baax	good, kind
baaxle (v)	have (something) good
baaxony (bi)	crow
baay (dyi)	father (sometimes vulgar; cf pàpp, father)
Baay Gaynde	"Father Lion", quarter of Dakar
baddyën (dyi)	aunt
bant (bi)	stick
bax (v)	boil
bakkan (bi)	nose
bale	that, the other
ban	which
ban (bi)	mud
banaana (bi)	banana
banaana (gi)	banana plant
bank (st)	be broke, out of money
bany (v)	refuse to, reject, hate, detest
banya	of course
Banydyuul	Bathurst; Gambia
baŋ (bi)	bench
bare, bari (st)	abound, be lots of
bàlaa	before
bàle (bi)	broom
bàmbara (bi)	Bambara
bàmmel (bi)	grave
bàndaas (bi)	bandage
bàndyóóli (bi)	ostrich
basaŋ (bi)	mat

bàyyi (v)	leave; let go; let alone
bees (st)	be new (or appear to be new)
beer (bi)	beer
beey (v)	play marbles
beneen	another
benn	one; a
benye (bi)	fritter
bereb	place
bey (v)	cultivate, farm, dig up, spade
beykat (bi)	farmer
Beyruut	Beirut, Syria, Lebanon
bényé (bi)	sweet rolls
bés (bi)	day
bés bu nekk	everyday
béy (bi)	goat
bëër (bi)	butter
bëgg (v)	want, like, desire
bëny (bi)	tooth
bëré (v)	wrestle
bërka-démba	day before yesterday
bës (v)	squeeze
bët (bi)	eye
bëttyëg	daytime
bi	the (proximate)
bi, ba, bu	when; since; if
bi weer wi dee-e	last month
biddééw (bi)	star
bidënti	have overslept
bii	this
biig	evening
biiny	wine
biir (bi)	abdomen, stomach, inside(s)
biir (st)	be pregnant
biir bu-i daw (bi)	diarrhea, dysentery
biir bu-i metti	colic
biiw	surrounded by insects
bind (v)	write

biro (bi)	office
bisaab (bi)	Guinea sorrel
biti	outside
bokk (st)	belong to, be part of
bolog (bi)	robe (for women)
bon (st)	bad, evil
bô !	well!
boobu	that one
book, bok	then, thus, in this case
bool (bi)	bowl
boole	put together, mix; create discord, denounce
boor (bi)	side
boot (v)	carry on one's back
booy (bi)	(address among young people)
bopp (bi)	head
borom (bi)	person in charge; own
borom-kër (gi)	head of household, family
borom-taabul (bi)	street vendor
bos	possession, belonging
boy (v)	catch fire
boyet (bi)	box
bóli (bi)	adam's apple
bóóli (bi)	bowl, large
bóóy (bi)	servant
bu, bi, ba	when, since, if
bu	which is (subordinator)
bu leen, bul	don't (negative imperative)
bu subaa	(when) tomorrow comes
bukki (bi)	hyena
bul, bu leen	don't (negative imperative)
bulanse (bi)	baker
bulet (bi)	fish; meat balls
buló (st)	be blue (color)
bunt (bi)	door
butéél (bi)	bottle
butig (bi)	shop
butit (bi)	intestine
butô, butôô (bi)	button

buudy (bi)	snail
buum (gi)	cord, string
buy (gi)	baobab, fruit of

D

daa (dyi)	ink
daady	nail
daal	(particle of insistance)
daan	used to do (remote form of habitual)
daaneel (v)	drop (something)
daanu (v)	fall
daanu (bi)	fall
daara	Koranic teacher
daaw	year, last
daax (v)	mend
daba	mattock; short handled, narrow-bladed hoe
dady	encounter
dadyale	assemble
dadye	meet
daktoor (bi)	doctor
dal (v)	happen (to someone)
daldi	immediately
daŋàr (gi, bi)	venom
dara	something (with affirmative) nothing (with negative)
darkase (bi)	cashew nut
daw (v)	run
dawal (v)	drive (car, bicycle)
daxx (v)	win; pursue; be better at
daxxaar (bi)	tamarind
daxxaar (gi)	tamarind tree
daxin-mbëpp	a Senegalese rice dish
dàgg (v)	cut
Dàkaar	Dakar

dàlal (v)	extend hospitality
dàll (bi)	shoe
dàmm (v)	break
dànk (v)	eat with the hand
de	(assertive particle, interjection)
dee (v)	die
dee (gi, bi)	death
deel	always (habitual form of imperative)
def (v)	do
defar (v)	fix, mend, make
defe (v)	believe; think
deferlu	get fixed
defile (bi)	parade
dellóó (v)	send back; give back
dellu (v)	go back
dellusi	come back
dem (v)	go
dem tiddi	go to sleep
demal	go with
der ( )	skin, leather
der-u bopp (bi)	scalp
deret (gi)	blood
des (v)	remain
desàmbar	December
dese (v)	lack; miss
dewen	next year
dex (gi)	river
dey	(emphatic particle)
déédét, déédéét	no
déglu (v)	listen
démba (bi)	yesterday
dëë	two
dëg (wi, bi)	thorn
dëgg (v)	hear; understand; speak
dëgg (bi)	truth
dëgg la	"that's right!", "oh"
dëkk (v)	live in
dëkk (bi, wi)	city; country

dëkkëndóó (bi)	neighbor
dëmm (bi)	witch
dënn (bi)	chest
dërëm (bi, wi)	five francs C.F.A.
di	(incompletive)
diddy (st)	be thick
digg (bi)	middle, center
diggënte (bi)	between
dikk (v)	come; total; reach
dimaans	Sunday
dimbëli (v)	help (someone)
dindi (v)	remove
aipite (bi)	deputy
direktëër (bi)	principal; director
diri (v)	drag
dispanseer (bi)	dispensary, clinic
dittax	a Senegalese fruit
diw ( )	oil, grease
dody (wi, bi)	rock
dof (st)	be stupid
doktoor (bi)	doctor
doŋŋ	only
doole	strength
doom (dyi)	daughter, son
doom-u Ndar	St. Louisian
doon	was doing (remote form of incompletive)
door (v)	begin, start
dootu	not anymore
dox (v)	walk
doxaan (v)	visit a girl friend
doxantu, doxantudyi (v)	take a walk, go take a walk
doxx (gi)	nape of neck
doy (st)	be sufficient
dóóm-u taal	gray
dóór (v)	hit; knock
dugg (v)	go in, get in, enter
duggël (v)	put into
duggi (v)	go to the market

dugg-gum (v)	to have already entered
dugub (gi)	millet
dul	is not, are not
duma (v)	spank
dund (v)	live
dute (bi)	tea
duus (bi)	shower

DY

dya	the (remote)
dyaam (bi, dyi)	slave
dyaan (dyi)	serpent
dyaar (v)	go along, follow along
dyaay (v)	sell
dyaaykat (bi)	merchant; dealer; businessman
dyabar (dyi)	wife
dyaboot (dyi)	family
dyam (v)	pierce
dyam dyam (bi)	cut; wound
dyambaar (dyi)	champion
dyar (v)	cost; sell for; be worth
dyarbaat (dyi)	nephew; niece
dyaro (bi)	ring
dyaro-nopp	earring
dyasig (dyi)	crocodile
dyàdd (v)	turn [corner]
dyàfe (st)	to be difficult; to be expensive
dyàgal (v)	repair
dyàkk (dyi)	mosque
dyàll (v)	cross
dyàmano	time (these days)
dyàmm (bi, dyi)	peace
dyànx (dyi)	girl
dyàng	learn; study

dyàngal; dyàngale	teach
dyàngalekat (bi)	teacher
dyàngalesi (v)	come to teach
dyàngi (v)	to go to school
dyàngoro (dyi)	illness
dyànt (wi)	sun
dyàpp (v)	catch; grip
dyàr (st)	cost, be worth, sell well
dye (bi)	market
dyeex (st)	be finished
dyekk (st)	be attractive
dyé, dyë (bi)	forehead
dyéém (v)	try
dyël (v)	get, take
dyëkk (st)	be first
dyëkkër (dyi)	husband
dyëll (bi)	a fall
dyëm (v)	go towards, head for
dyën (wi)	fish
dyënd (v)	buy
dyërëdëf	"thanks!"
dyi (v)	show; plant
dyi	the (proximate)
dyib (v)	ring, make a sound
dyigéén (dyi)	woman
dyii	this very one, right here
dyiite (v)	govern; head
dyinax (dyi)	mouse
dyine (dyi)	spirit
dyolaa (bi)	Jola, Diola
dyolof	Dyolof, region of Senegal
dyolof-dyolof (bi)	Dyolof, native of
dyommi (st)	bewitched, under a spell
dyooy (v)	cry
dyot (bi)	time, occasion, opportunity
dyot (v)	to reach [so far]
dyotali (v)	pass
dyox (v)	give

dyóg	stand up, get up
dyógé (v)	come from; leave
dyubël (v)	continue
dyublu (v)	head for; face
dyuddu (st)	be born
dyulli (v)	pray
dyullit (bi)	muslim
dyumaa (dyi)	mosque
dyunni, ndyunni	thousand
dyur (v)	give birth
dyuróóm	five
dyuróóm benn	six
dyuróóm nyaar	seven
dyuróóm nyent	nine
dyuróóm nyett	eight
dyuum (st)	be mistaken, make a mistake

E

ee!	attention! hey!
eewu, yeewu (v)	wake up
egg; yegg (st)	arrive
ekool (bi), lekool (bi)	school
eksamaa (bi)	examination
eleew (bi); etidyàn (bi)	student
endepandans (bi)	independence
esans (bi)	gasoline
eske ?	is it that?
esplike (v)	explain
estilo (bi)	pen
etidyàn (bi)	student
ëllëg	tomorrow
-ëm, -am	his, hers
ëmb (v)	wrap
ëpp (st)	be expensive, too much
ëtt (bi)	yard, court

F

fa	there
faas (yi)	sideburns
fab (v)	pick up, carry
fady (v)	take care of; nurse
fadyu	be taken care of
fale	there
fan?	where?
fan (wi)	day
fan weer	thirty
fanaan (v)	spend the night; pass the night
fanaane	spend the night with; pass the night with
fanaanal!	spend the night!
faral (st)	take place repeatedly, occasionally
fas (wi, bi)	horse
fasô (bi)	fashion
fatte (v)	forget
fay (v)	pay off
fayyu (v)	get revenge
fàdyàr (gi, bi)	dawn
fàr (bi)	boy-friend
Fàrans	France
febriyé	February
feebar (st)	to be sick
feebar (bi)	fever
fees	be filled; full
fees dell (ideophone)	full, very
fekk (v)	find
fekksi (v)	come find, encounter
fel (wi)	fleas
fen (v)	tell lies
fenn	somewhere
ferê (bi)	brake
fete (v)	scrub clothes
fetty (v)	dance
fetty (gi), mpetty (gi)	dance

fettykat (bi)	dancer
fexe (v)	seek a way to, imagine, attempt
fey (v)	turn off
féété(st)	be located
fééx (st)	be cool, fresh, free
fééxlu (v)	get some fresh air
fééy (v)	swim
fééykat (wi, bi)	swimmer
fëgg (v)	shake, knock
fër	indigestion
fi	here
figg (bi)	fig
figg (gi)	fig tree
fii	right here
fiir (v)	be struck down; knock down
fitt (wi, bi)	bow
fo (v)	play
fomp (v)	clean; sweep
foofu	there
foog (v)	think; believe [that]
for (v)	pick up
foye (v)	play around, fool around
foyi (v)	go play
fóót	launder
franse (bi)	French; Frenchman
fu ?	where ?
fuddu (v)	stretch oneself
fufu	"foofoo" soup
fukk	ten
fulaar (bi)	scarf
furne (bi)	stove
furset (bi)	fork
futbàl (bi)	football (soccer)
futbàl (v)	play football (soccer)
Fuuta	Fouta; Fouta Toro, region of Senegal

G

ga	the (remote)
gaa (nyi)	people
gaal (gi)	boat
gaana (gi)	leprosy
gaany (v)	hurt
gaany-gaany (bi)	wound
gaanyu (st)	be wounded; be deceased
gaaw (st)	hasten, be in a hurry to, do quickly
galaas (gi)	glass
gan (gi, bi)	stranger, guest
gas (v)	dig
gatandu (v)	go out to meet
gaynde (gi)	lion
gaynde géédy (gi)	shark
gànàle (v)	extend hospitality
gànesi (v)	come to visit
Gànnaar	Mauritania
gàrab (bi)	medicine
gàrab (gi, bi)	medicine
gàrab (gi, bi)	tree
gàtt (st)	be short
geen (gi)	tail
genn wàll	half
genyo (gi)	man's belt
gerte (gi)	peanut
gerte mbaxal	peanuts, boiled
gerte tyaaf	peanuts, roasted
géédy (gi)	ocean; sea
géléém (gi)	camel
gémminy (gi)	mouth
génn (v)	go out
gétt (gi)	sheep pen
géwél (gi)	type of minstrel

gëdy (st)	be infrequent, not have done (something) recently
gëm (st)	believe in
gëmentu (st)	be sleepy
gën (st)	surpass, be better than, be more
gi	the (proximate)
gii	this very one, right here
giiny (v)	grimace
ginaar (gi)	chicken; hen; rooster
Giné	Guinea
Giné Bisaaw	Portuguese Guinea
ginnaaw (gi)	back; behind
ginnaaw-ëllëg	day after tomorrow
gis (v)	see
gisaat (v)	see again
golo (gi)	monkey
goontu (v)	go to work in the afternoon
gopp (gi)	spade, long-handled; yield (n)
goro (gi)	in-law; spouse's relative
góór (gi)	man; male
grâ mbubbu (bi)	robe, large and billowy
gub (v)	mow grass
gudd (st)	be long
guddi (gi)	night
guru (gi)	cola nut
guwernamaa (bi)	government
guy (gi)	baobab tree
guyaab (bi)	guava

I

-i, -u	of
indé (bi)	steaming tray
indi (v)	bring
indidyi (v)	go fetch
iniwersite (bi)	university
Isin	Usine, quarter of Dakar
itam, tamit, it	also

K

kaani (gi, bi)	peppers, pimento
kaar (bi)	car-rapide
kaas, taas (bi)	cup
kaay	come (on)!
kafe (gi)	coffee
kalaas (bi)	class
kalkil (bi)	arithmetic
kalpe (bi)	wallet, pocket book
kamisol (bi)	vest; woman's jacket
kan ?	who ?
kanam (gi)	face; front
kanarii	water pot
kany ?	when ?
kareem galase	ice cream
kareyô (bi)	pencil
karoot (bi)	carrot
karte (v)	play cards
kastiloor (bi)	pan
-kat	-er (agent suffix)
kaw, kow (gi)	up; north; top
kawar (bi)	hair
kawas (yi)	socks
kawdiir (gi, bi)	iron pot
Kawlak	Kaolack

kayit, keyit, këyt (bi, wi)	paper
Kayoor	Cayor, region of Senegal
kàndya (gi)	okra
kàrne (bi)	book
Kàsàmaas	Casamance
kàtolik (bi)	Christian; Catholic; Protestant
kenkelibà (bi)	tea-type plant
kenn	someone
keneen	someone else
ker (gi)	shade
keree (bi)	chalk
kereem ( )	ice cream
kewel (gi, bi)	antelope, female
këfin	thing-a-ma-jig
këppu (v)	turn over
kër (gi)	house
këriny (gi)	charcoal
ki	the (proximate); the one who
kii	this very one (person)
kilifa (gi)	head of household/family
kinaara (gi)	duck
kiri-géédy (gi)	sea gull
ko	him, her, it (obj pron)
Kodiwaar	Ivory Coast
koka-kola	coca cola
Kolobaan	Colobane, quarter of Dakar
kom	such as; like
komiseer (bi)	superintendent of police
kompanyii (bi)	company, business
kon, koon	then, well then
Konaakiri	Conakry
konte (v)	count
kony (bi)	corner
kooku	that one (person)
koon (v)	would be
Koor da là Pe	Peace Corps
kopp (bi)	porcelain cup

kortaas (bi)	blouse; bodice
kostim (bi)	suit
kow, kaw (gi)	up; north; top; on top of
ku ?	who ?
ku nekk	everyone
kuddu (gi)	spoon
kuddu luus (bi)	soup spoon
kulëër	color
kuur (gi)	pestle

L

la	you (obj pron)
la	(complement focus predicator)
laady (v)	question
laady (bi)	garlic
laadyte (v)	ask, ask around
laal (v)	touch
laax (bi, gi)	kind of porridge
lab (v)	drown
laddy (v)	win at marbles
lafany (bi)	paralytic
lakk (v)	burn
lale	that one
lam (bi)	bracelet
lamb (dyi)	wrestling arena
lan ?	what ?
lawbe (bi)	wood carver
laxas (v)	wrap
layu (bi)	winnowing basket
làbbé	a priest
làkk (v)	speak [a language]
làkk-kat (bi)	foreigner
làl (bi)	bed
làmminy (wi, bi)	tongue

làmp (bi)	lamp
làspeer (bi)	slingshot
lebu	Lebu
leelee	from time to time
leen	you (subj pl after negative)
leen	them; you-pl (obj pron; imperative marker)
leer (st)	be clear; feel good, do well
leket (gi)	calabash
lekk (v)	eat
lekkal (v)	feed
lekool (bi)	school
lenn	something
lex (yi)	cheek
léégi (bi, li)	now; soon; a minute ago
lépp	everything
lëg (bi, li)	hare
lëndëm (st)	be dark
li	the (proximate); that which, the one which
liggééy (v)	work
liggééykat (bi)	worker
liggééyukaay (bi)	workshop; shop
lii	this very one
liibër (bi)	pound; 500 grams
liminaat (bi)	lemonade
limyeer (bi)	light
liw (st)	feel cold (person, weather)
lool	very
loolu	that one
lopitaal (bi)	hospital
lox (v)	be shivering, trembling
loxo (bi)	arm, hand
lu	that which
lu ?	what ?
lunet (bi)	eyeglasses

M

ma, -a	I, me
maafe (bi)	peanut sauce, gravy
Maali	Mali
maam (dyi)	grandparent
maamaat (bi, gi)	great-grandparent, ancestor
maas, mars	March
mag (st)	be big; be an adult
mag (mi)	older brother, sister
màgget (st)	be old
man	I, me
mandi (st)	be drunk
maneebar (bi)	worker
mar (st)	be thirsty
marinyeer (bi)	blouse
marto (bi)	hammer
masin (bi)	machine
masô (l)	bricklayer
may, mey (v)	give, make a present of
may lekkal (v)	feed
Mâkka	Mecca
màleekum salaam	hello
màndeng (bi)	Maninka
màndërin (bi)	mandarin orange
màndërin (gi)	mandarin orange tree
màngi	I'm here
màngo (bi)	mango
màngo (gi)	mango tree
màrse (bi)	market
màssa	sorry!
màtt (v)	bite
màtty	eat (by sucking)
mee	May
meeb (bi)	bait
meer (bi)	mayor

meew (mi)	milk
mel (st)	resemble, be like
mer (st)	angry
metëër (bi)	meter
metti (v)	hurt
mettit (bi)	pain
mey, may (v)	give, make a present of
mi	the (proximate)
midi	noon
mii	this very one
miir (bi, mi)	dizziness
minise (bi)	carpenter; joiner
ministër (bi)	minister
mobilet (bi)	moter bike
montar (bi)	watch
moo tax	that's why
mool (bi)	professional fisherman
moom (st)	possess
moom, mu	he, she, it
mótó	motorcycle

mu, moom	he, she, it
muddy (st)	end up; be last
mukk	never!
mun (st)	can
mungi	here he is!
mus (st)	once, do at least once
muse	Mr.
musóór (bi)	head scarf
musu (st)	never
muswaar (bi)	handkerchief

Mb

mbaa	isn't it the case that...?
mbaal (mi)	net
mbaam (mi)	donkey; pig
mbagg (mi)	shoulder
mbalit (mi)	garbage can, wastebasket
mbattu (bi, mi)	wooden spoon
mbaxane (mi)	hat
mbedd (mi)	street, road
mbëkk (v)	crash
mbëtt (mi, bi)	lizard, large sort
mbiib (bi)	whistle
mbind (bi, mi)	writing
mbindaan (bi, mi)	maid
mbiskit (mi)	biscuit
mbokk (mi)	relative
mbootaay (bi, wi)	association, group
mbote (mi)	lamb
mbott (mi)	frog
mboxx (mi)	yellow; corn
mbubbu, mbubb (bi)	billowy robe
mburu (mi)	loaf of bread

N

na	(predicator)
na? naka?	how? what?
naady (wi)	sun
naady (st)	be sunny
naadye (bi)	turnip
naam	yes (response to being called)
naan (v)	drink
naanu (bi)	pipe
naar (bi)	Arab, Berber, Mauritanian
naar-u Beyruut (bi)	Syrian
naar-u Faas	Moroccan
naar-u Gànnaar	Mauritanian
nag	and thus, as to
nag (wi)	cow
naka? na? nan?	how? what?
nale	that way; over yonder
napp (v)	fish
nar (v)	intend
nawet (gi)	wet season
nax (v)	tease, kid
ne, nee (v)	say (as follows)
neex (st)	be pleasant, nice
nekk (st)	be; be located
nelaw (v)	sleep
netetu (wi)	locust bean seeds
nettali (v)	tell (a joke)
néég (bi)	room, building, house, structure
nég (v)	wait
nëbb (v)	hide
nëxx (wi, bi)	lower part of abdomen
ni	that, how
nidyaay (dyi)	uncle
nii	so, thus, that way
niir (gi)	cloud
niit (v)	illuminate

Nimsaat	Nimzat, quarter of Dakar
nit (ki)	person
nob (v)	love
noonu	that way (manner)
noor (gi)	dry season
noowàmbar	November
nooy (st)	be soft
nopp (bi)	ear
noppi (st)	be quiet; be finished
noppaliku (v)	take a rest
nu?	how?
nuyyóó (v)	greet all round
nuyyu (v)	greet
nuyyusi (v)	visit, come greet

Nd

ndaa (li)	water pot
ndab (mi, li)	dish, utensil
Ndar	Saint-Louis
ndaw (st)	be small
ndax	whether, because
ndax?	is it because? is it that?
Ndàkkaaru	Dakar
ndànk	slowly
ndey (dyi)	mother (often has a bad connotation; it is preferable to use yaay)
ndeydyoor	right hand
ndékki (li, bi)	breakfast
ndékki (v)	have breakfast
ndesit (li, mi)	left over
ndëgg (gi)	drum
ndigg (li)	lower back
ndox (mi)	water

Ndy

ndyamala (li)	giraffe
ndyar (mi)	yogurt, sweetened and diluted
ndyàboot (dyi)	family, household
ndyàng (mi)	reading
ndyàpp (bi)	handle, grip
ndyàxlaf (st)	be energetic
ndyogonal (bi)	snack
ndyool (st)	be tall
ndyugub (li)	bat (animal)
ndyunni	thousand
ndyuuy (v)	fake (in a game)

Ng

nga, ya, yow, -a	you (singular)
ngeew (gi)	Caucasian; Frenchman
ngelaw (gi)	wind
ngelaw (st)	be windy
ngéén, yeen	you, pl. (subject pronoun)
ngëb (v)	squeeze
-ngi, angi	(presentative)
ngoon (gi)	afternoon, evening
ngot (bi, gi)	special sort of fish
ngóós-ngóós (bi, wi)	long-handled, narrow-bladed hoe
ngùri (li)	wasp

Ny

ny', nyu	we, they
nyaar	two
nyaata	how many? how much?
nyaaw (st)	be ugly
nyaag (bi)	enclosure
nyakk (v)	vaccinate
nyam (v)	taste
nyam (wi)	food
nyambi (gi)	manioc
nyam	who (plural)
nyandu (v)	blow the nose
nyaw (v)	sew
nyaw (mi)	sewing
nyawkat (bi)	tailor
nyax (mi)	grass
nyaxx (bi, wi)	sweat
nyàkk (st)	be lacking, missing
nyebbe (bi, dyi)	green bean
nyebbe (gi)	green bean plant
nyeex (bi)	sauce
nyent	four
nyett	three
nyey (wi)	elephant
nyi	the (proximate, plural)
nyii	these very ones
nyibbi (v)	return home
nyibbisi (v)	come back home
nyëpp	everyone, everybody
nyoom	they/them
nyów, nyëw (v)	come to
nyu	we/they; us/them
nyun	we/us
nyunga	they are here
nyungi	they are there
nyuul (st)	be black

ŋ

ŋas (v)	have measles
ŋas (gi)	measles
ŋëb (v)	grab a handful
ŋott	stingy

o̲

oktoobar	October
olof, wolof	Wolof
-oo!	(distant vocative)
-oon, woon	(remote, past marker)
oons (bi)	fish hook
opp (bi)	illness
oto, woto (bi)	car
otóraay (bi)	train
óóm, wóóm (wi)	knee

P

paaka (bi)	knife
paase (v)	go by
paket (bi)	package, packet
pakk	part, region
palanteer (bi)	window
parasol (bi)	umbrella
pare (v)	end
Pari	Paris
pastel (bi)	fish stuffed in pastry
pataas (bi)	potato, sweet
pàlaat (bi)	plate, dish
pàlto (bi)	jacket, coat
pàpp (dyi)	dad, father
pàtrô (bi)	boss
penku (mi)	east
penye (v)	comb one's hair
pël (bi)	Fulani
pënyty (mi)	square
piis (v)	wink
piis (bi)	yard goods
piliweer (bi)	sweater, pullover
ping (bi)	pin
pittax (bi)	pigeon
pitty (bi)	bird
plis	plus
polotik (bi)	politics
pom (bi)	apple
pom (gi)	apple tree
pombiteer (bi)	potato
pont (bi)	nail
poobar (bi)	pepper

poody (bi)	thigh
pooro (bi)	leek
poos (bi)	pocket
post (bi)	mail, post (office)
pot (bi)	drinking cup, can, tin can
Prentenyà	Printania, dept. store in Dakar
pullóóx (gi)	manioc, yam
pur	for
purtuguees (bi)	Portuguese creole
pusa (bi)	needle
put (wi, bi)	throat
putty-patty	Senegalese rice dish
puus (v)	push
pwaar (bi)	pear
pwaar (gi)	pear tree

R

rab (wi)	wild animal; animal
radyo (bi)	radio
rakk (dyi)	younger brother/sister
rato (bi)	rake
raxas (v)	wash dishes
raxasu (v)	wash one's hands
ràbb (v)	weave
ràbbkat (bi)	weaver
ràfet	good-looking
ree (v)	laugh
reeloo (st)	be funny
reen (bi)	root
reer (bi)	dinner
reer (v)	eat dinner
reew (st)	rude

rek , rekk	only; just
ren	this year
reseny (bi)	grape
rey (v)	kill
réér (st)	be lost
rééw (bi, mi)	country
rëy (st)	be big, be conceited
ridó (bi)	curtain
robb (bi)	dress
robine (bi)	water faucet
romb (v)	go by

S

sa	your
saa	instant, moment
saa waay	sir! (informal address to male)
saabu (bi)	soap
saag (bi)	purse, sack, bag
saaga (v)	insult
Saalum	Saloum, region of Senegal
sabadoor (bi)	rove with open neck, male dress
sabar	a Senegalese dance
safara (si)	fire
sakk (v)	take, pick out, choose
sakket (bi)	enclosure
salaam màleekum	hello!
sama, suma	my
sanaana (bi)	pineapple
sanaana (gi)	pineapple plant
Sandàga	Sandaga, market in Dakar
sangu (v)	bathe oneself
sant (v)	have or give a family name; praise, thank

sangu (v)	wash, take a bath
sant (bi)	family name
santy (v)	build
sanwiyé	January
saràxolle (bi)	Sarakhole
sardin (bi)	sardine
saret (bi)	cart, wagon
satala (bi, wi)	kettle to carry and boil water in
sax	even, same
saxaar (si, bi)	train
saxal (v)	plant; help to grow
say (si)	allergy
sàlaat (bi)	greens for salad
sàmdi	Saturday
sàmm (bi)	shepherd
sàngara (bi)	alcoholic beverage
sànni (v)	throw
sànxàl (bi)	millet (ground)
sàtty (v)	steal
sedd (st)	be cold (objects and weather)
seef (bi)	chief
seen	your (plural) their
sees, siis (bi)	chair
seet (v)	look for, search for
seeti (v)	visit
seetaan (v)	watch
seetsi (v)	come to visit
seetu (gi, bi)	mirror
segg (bi)	tiger
sekarteer	secretary
Senegaal	Senegal
septàmbar	September
set (st)	be clean
sew (st)	be small, be thin
sewet (v)	become dry
sééréér (bi)	Serer

sééx (bi)	twin
sémminy (bi, wi)	axe
sér (bi)	sarong
séxx (si)	rooster
séy, sëy (v)	get married
sëgg (v)	bow
sëng (wi)	palm wine
sëriis (bi)	cherry
sëriis (gi)	cherry tree
sëriny (bi)	marabout
sës (v)	be up against; be shut
sët (wi)	grandchild
sëtaat (dyi, bi)	great-grandchild
sëxx (v)	be hairy
sëxxët (wi)	cough
sigaret (bi)	cigarette
Siin	Sine, region of Senegal
siin-siin	native of Sine
siiru (si, bi)	wild cat
siis, sees (bi)	chair
Sikaab	Sicap, quarter of Dakar
sikkim (bi)	chin; beard
siletmaa (bi)	underclothes, underwear
simis	shirt
simis-u allaadyi (bi)	robe with side pockets, male dress
simmi (v)	take off, doff
sindax (bi)	small, white sand lizard
sinema (bi)	movies
singëm (bi)	chewing gum
sinwaa (bi)	oriental
sipp (bi)	skirt
sob (st)	be turbulent
soble (si, bi)	onion
sody (bi, wi)	cold
sofëër (bi)	chauffeur, driver
sokola (st)	chocolate color
sol (v)	put on, wear

soldaar (bi)	soldier
solu (v)	get dressed
sondeel (bi)	candle
sonn (st)	tired
soob (st)	be pleasing [to God]
soof (st)	be uninteresting, insipid
soog (st)	finally have to, just have done
soos (bi)	sauce
soow (v)	shout, make noise
sorans (bi)	orange
sore (st)	be, go far away
sottli (v)	pour; help someone
sotty (v)	clean, polish
sottyu (bi)	chewing stick (Senegalese toothbrush)
soxlo (st)	need
staad (bi)	stadium
su (bi)	cabbage
suba (si)	tomorrow morning
sukuraat (bi)	agony; death struggles
sump (bi)	Senegalese fruit
sunguf (si)	flour
sunyu	our
supp (bi)	soup
surga (bi, wi)	servant
suuf (si)	bottom, sand, ground; down
suukër (si, bi)	sugar
suur (st)	be satiated (food)
suux (v)	sink
suwê	June
suwetmaa (bi)	underclothes; underwear
suyé	July

T

taab (bi)	abscess
taabul (bi)	table
taal (v)	turn on light
taaw (bi)	oldest child
taax (mi)	house of stone
tabax (bi)	masonry construction
tabbi (v)	fall (into a hole)
taksi (bi)	taxi
talaata	Tuesday
tam, itam, it	also
tama (dyi)	drum
tan (wi)	vulture
tane (st)	be better, feel well, be better than
tang (bi)	time
tant (dyi, bi)	auntie
tanx (v)	draw water
tarde (st)	be late
tas (v)	break up; be destroyed
taseel (v)	meet with
tattyu (v)	clap hands
taw (bi)	rain
taw (v)	rain
tawat (st)	be sick
tax (v)	cause
taxaw (v)	stop; stand up
tay (v)	steam (rice)
tay, tey	today
taybaas (bi)	blouse, tight bodice
tayëër (bi)	tailor
tàggu (v)	take leave of
tàkk (v)	tie; marry
tàlàlé	preparatory cooking; make stew for rice

tàli (wi, bi)	road, route
tàmbali (st)	start, begin
tàndarma (bi, dyi)	date
tàndarma (gi)	date tree
tàng (st)	hot
tàngal (bi)	candy
tànk	foot, leg
tànn (v)	choose
tàpaat (bi)	enclosure
tàppi (bi)	rug, linoleum
tàxx (st)	be struck, sluggish, have a sticky pot
te	and, also, and then
teel (st)	be early
teen (bi)	well
teg (v)	put
tekki (v)	explain
tembar (bi)	stamp, postage
tene (bi)	panther, leopard
tere (v)	forbid
tey, tay	today
tey (v)	do deliberately
téeméer	one hundred
téeré (bi)	book
téyé (v)	hold
tëdd (v)	lie down, go to bed
tëdy (v)	close
tëgg (bi)	smith, any kind; jeweler; artisan
tëgg (v)	play the drums
tëggkat (bi)	drummer
Tëngéédy	Rufisque
tib (v)	jump
tigadege	peanut butter
tilim (st)	be dirty
till (gi, bi)	jackal

timis (bi)	dusk
tody (v)	crush
togg (v)	cook
toggëntu	play cook
toggkat (bi)	cook
tomaat (bi)	tomato
tont (bi)	answer
tontu (v)	answer, reply
tontu (bi)	answer
toog (v)	sit, stay
tool (wi, bi)	field under cultivation
toony (v)	offend, wrong
tooy (st)	be humid, moist, wet
tooyaay	humidity
topp (v)	follow
tcppatoo (v)	take care of
torob	a lot, too much
torotwaar (bi)	sidewalk
tóór-tóór	large seagull
tubaab (bi)	caucasian; Frenchman; non-African; [foreigner
tubaab (bi)	French language
tubaarkala!	fortunately!
tubéy (bi, dyi)	pants, trousers
tudd (st)	be named, given and full
tufli (v)	spit
Tugël	France
tukki (v)	travel
tukulóór (bi)	Tukulor, Toucouleur (person and language)
tund (wi, bi)	hill, ridge
tuny (wi)	lip
tur (bi, wi)	given name
tusunye (bi)	cook
tusuur	all the time
tuuru (v)	pour
tuuti	a little
tux (v)	smoke

Ty

tya	there, in
tyaas (bi)	fishing line
tyaat (wi)	youngest child
tyaaya	pants, bloomer
tyamminy (wi, bi)	husband's brother; brother-in-law
tyammony	left
tyammony (bi)	left hand
tyàrax (yi)	sandles
tyeeb (bi)	rice
tyeeb-u dyën	rice and fish
tyere (dyi)	couscous
tyere baasi (bi)	couscous with peanut sauce
tyi	in, about, on, to
tyi	of it, of them, therein
tyi biir	inside, into
tyi biti	outside, out of
tyi boor (-u/i)	beside, at the side of, around, surrounding
tyi digg (-u/i)	in the middle of, in the midst of
tyi diggënté	in between
tyi ginnaaw	behind, in back of
tyi kanam (-u/i)	in front of
tyi kow	on top of, over
tyi suuf	under, down, at the bottom of
tyi wet (-u/i)	beside, at the side of, around surrounding
tyin (li)	iron pot
tyonty (wi)	elbow
tyoro (bi)	mistress
tyuudy (wi, bi)	chick

U

-u	(negative suffix)
-u	of
ubbi (v)	open
udé, wudé (bi)	shoemaker, cobbler
-ul	(negative suffix)
uppa	fan oneself

W

waa	inhabitant; resident
waa Dàkaar	resident of Dakar
waa Kayoor	native of Cayor
waa kër gi	family, household
waa Saalum	native of Saloum
waa Senegaal	Senegalese
Waalo	Oualo, region of Senegal
waalo-waalo	native of Oualo
waany (bi)	kitchen
waar (v)	amaze
waas (v)	scale (fish)
waaw	yes
waawaaw, waawaw	yes indeed, certainly
waay	now, then, so (interjection of insistence, astonishmen)
waay dyi	friend, pal, buddy; guy (stranger)
waaye	but
walla	or; as well as
wannyi (v)	count
war (st)	have to, ought to, must
wasin (bi)	confinement, lying-in
watkat (bi)	barber
wanté	but
watty (v)	get off
wattyu (wi)	vomiting
wax	say, talk
wax ag (v)	talk to
wax tyi (v)	talk about

waxaat (v)	repeat
waxal (v)	talk with
waxtaan (v)	converse, chat
waxtu (wi)	time, hour
wànag (wi, bi)	urinal, toilet
wàrga	tea (leaves)
we (gi)	fingernail
ween (yi)	bosom, breast
weer (bi, wi)	moon; month
weex (st)	be white
welo (bi)	bicycle
weny (gi)	iron
weny (wi)	fly
weranté (v)	argue
wet (gi)	side of body; surroundings
wettyit (bi)	change
wex (st)	be bitter, salty
wér (st)	heal, get well, be well
wëliis	whistle
wëy	yes
wilaas (bi)	village
wokkatu (v)	scratch oneself
wol (v)	pound grain
wolof (bi)	Wọlof (person and language)
won (v)	show
woo (v)	call
-woon, woon	(remote, past marker)
woony (v)	count
woor (v)	fast
woosin (v)	deliver, give birth to
wote (v)	vote
woto, oto (bi)	car
wottu (v)	shun
woty (v)	leave alone
wow (st)	be dry
woy (v)	sing

woy (wi)	song
woyaase (v)	travel
woyaf (st)	be thin, sheer
wóóm, óóm (wi)	knee
wóór (st)	be sure, certain
-wu	(negative suffix)
wuddy (bi)	co-wife
wudé, udé (wi, bi)	cobbler, shoemaker
wulli (v)	tan, work leather
wullikat (bi)	tanner
wut (v)	search for, look for
wuté (st)	be different
wuyyu (v)	answer (a call)

X

xaal (wi)	melon; watermelon
xaalis (bi)	money
xaar (v)	wait
xaat	(interjection)
xady (bi)	dog
xalaat (v)	think [about]; ponder; meditate
xale (bi)	child
xam (st)	know; recognize
xam-xam (bi)	knowledge, science
xamme (v)	know; recognize
xar (bi, mi)	sheep
xarit (bi, wi)	friend
xa'u (st)	know not
xaw	almost; kind of
xaddyale (v)	divided by; divide
xàlàm (bi)	guitar
xànaa	1. isn't that it...? 2. obviously, thus...

xànydyàr (gi, bi)	change; coins
xeedy (bi, gi)	spear
xeer (bi)	rock
xees	light complexion
xeet (bi)	race; ethnic group
xeex (v)	fight
xel (bi)	intelligence, mind
xelli	pour slowly
xéy	go to work in the morning
xiif (st)	be hungry
xiin	cloudy; to get cloudy
xippi (v)	open one's eyes
xob (wi)	leaf
xol (bi)	heart
xolli (v)	peel, shell
xollit (wi)	shell, hull
xonx (st)	red
xonx nopp	"red ears," ruddy-complexioned individual, a white man
xool (v)	look at
xorom (si, bi)	salt
xosi (bi)	cut; scratch
xotti (v)	tear
xurfaan (si)	cold
xuuge (bi)	hunchback

Y

-y	(short form of incompletive di)
ya	you
yaasa (bi)	chicken barbequed in lemon sauce
yaay, yaa (dyi)	mother
yan?	which ones? what (plural)?
yaram (bi, wi)	body
yàbbi (v)	take out of the mouth
yàgg (st)	be a long time
yàkamti (st)	be in a hurry
Yàlla	God
yàngi	you are here
yàpp (wi)	meat
yàpp-u xar (wi)	mutton
yàpp-u mbaam (wi)	pork
yàpp-u nag	beef
yàxx (v)	destroy
yeel (yi)	shin
yeen	you (plural)
yeen (yi)	eyebrows
yeewu (v)	wake up
yegg (v)	arrive
yem (st)	be just the right size
yendu (v)	spend the day
yeneen	others
yenekat (bi)	town-crier
yenn	certain ones
yenu (v)	carry on the head
yééféér (bi)	pagan
yéég (v)	walk up, climb aboard
yéét (gi)	snail (large)
yéré	clothes
yéy (v)	chew
yëf	things
yëkk (bi)	ox

yëpp	all
yi	the (proximate, plural)
yii	these very ones
yokk (v)	add
yomb (st)	be easy
yonni (v)	send (something)
yoo (wi)	mosquito
yoon (bi, wi)	road, way, path
yooyu	those
yos	possessions
yow	you
yóbbaalé (v)	take along
yóbbu (v)	take; bring; carry
yónné (v)	send
yu	those which
yumpaany (bi)	uncle's wife